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Ministère de l'Education Nationale - I.N.D.R.A.P.

ITS English for the Sahel

First Year



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République du Niger
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(INDRAP)

English for the Sahel

First Year

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**With special thanks to everyone whose help
made this book possible.**

AVANT-PROPOS

English for the Sahel est une série de manuels d'anglais du premier cycle, qui tente de répondre aux soucis d'adapter l'enseignement de l'anglais comme langue étrangère aux réalités du Sahel en général, et du NIGER en particulier.

C'est une série originale, conçue, écrite, illustrée et réalisée par une équipe de professeurs Nigériens et Américains supervisés par un consultant venu des États-Unis. Par la présentation et les options pédagogiques qui ont présidé à son élaboration, **English for the Sahel** s'inscrit dans la ligne des méthodes actuelles d'enseignements des langues étrangères. Nous espérons que cette série aidera le professeur dans sa tâche quotidienne, plaira aux élèves et leur permettra de progresser de manière cohérente et soutenue, et dans un contexte motivant.

AMADOU HAMIDOU
Directeur de l'enseignement secondaire
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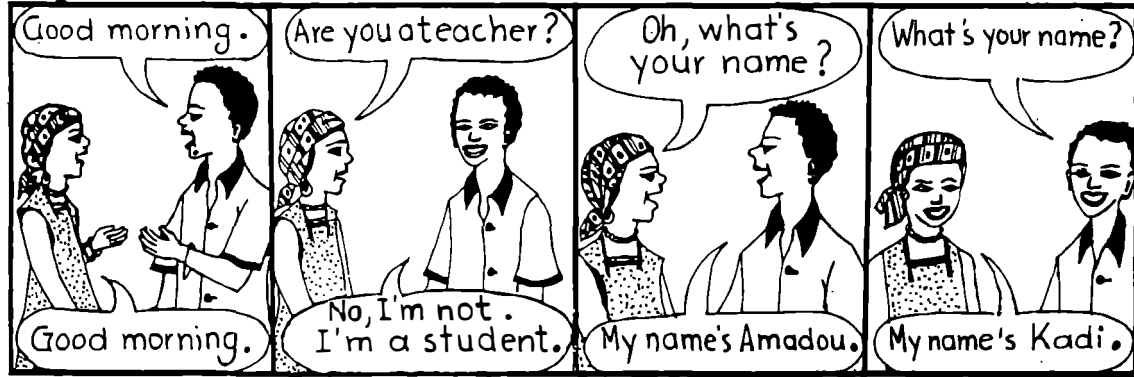
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Chapter One

Lesson One

Good Morning!



■ Grammar _____

Questions with *Are You...*?

Exercise 1-1: Asking Questions with *Are You...*?

Directions: Make questions and answers from the words below.

Question: Are you

- a woman?
- a boy?
- a girl?
- a teacher?
- a student?
- a person?
- a man?

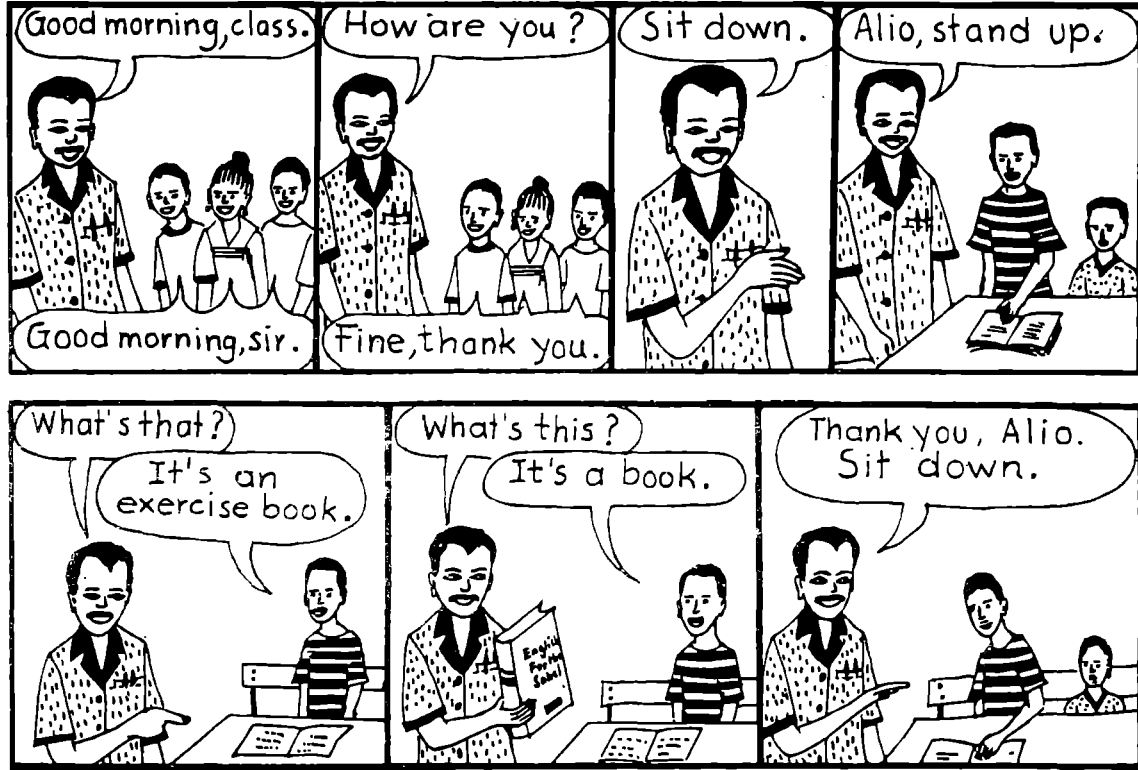
Answer:

- Yes, I am.
- No, I'm not.

Chapter One

Lesson Two

In the Classroom



Exercise 1-2: Giving and Executing Commands

Directions: Give these commands to your classmate. He or she will do what you say.

1. Go outside!
2. Come in!
3. Take my book!
4. Give me the book!
5. Stand up!
6. Sit down!
7. Open the book!
8. Close the door!
9. Close the book!
10. Open the door!
11. Touch your pen!
12. Give me your pen!

■ Function _____

Greetings

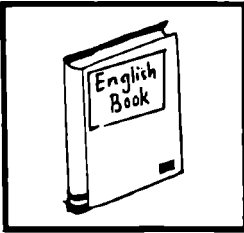
Exercise 1-3: Practicing Greetings

Directions: Practice greeting your classmates. Use the dialogue in the text as a model.

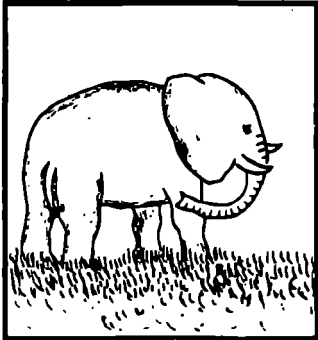
Indefinite Articles A and An

Singular

a book (*un livre*)

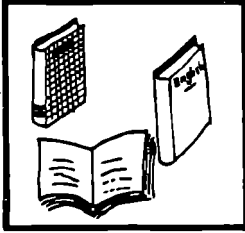


an elephant

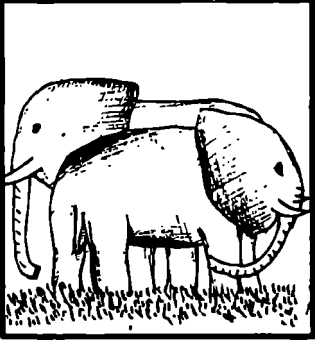


Plural

books (*des livres*)



elephants



Explanation

a book a table a student a door

Consonants = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z.

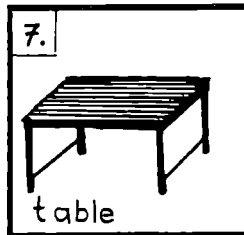
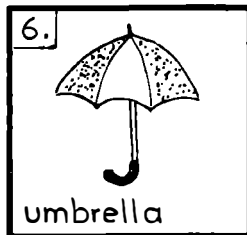
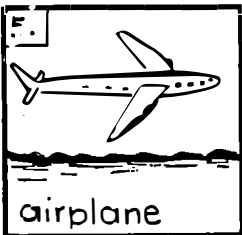
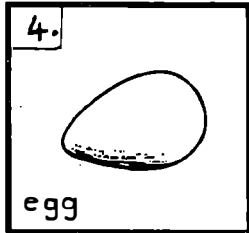
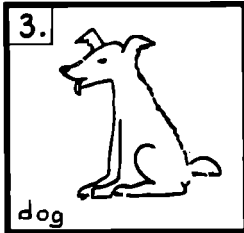
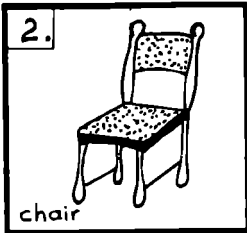
an elephant an antelope an onion an umbrella

Vowels = a, e, i, o, u.

Exceptions: **a university, a union**

Exercise 1-4: Using A or An

Directions: Put *a* or *an* before the nouns in the pictures.



This, That, and It



Question: What is **that**?

(*Qu'est-ce que c'est?*)

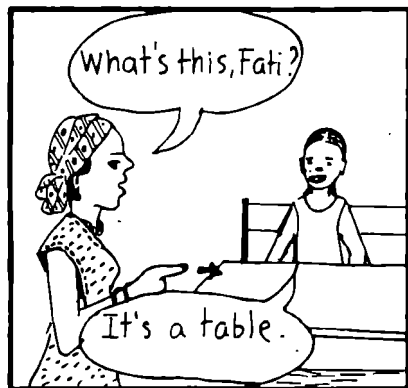
Answer: **It** is a chair.

(*C'est une chaise.*)

Contractions:

what is = what's

it is = it's



Question: What is **this**?

(*Qu'est-ce que c'est?*)

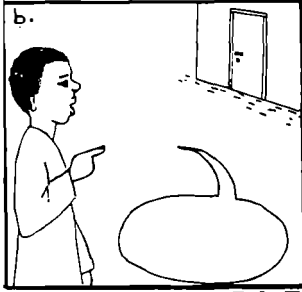
Answer: It is a table.

(*C'est une table.*)

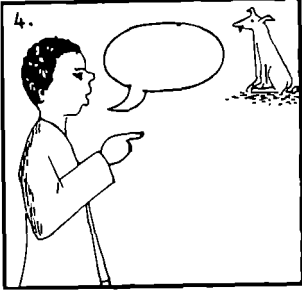
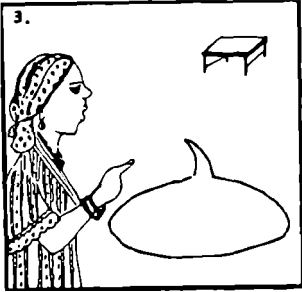


Exercise 1-5: Writing Sentences with This and That
Directions: What are the people saying? Write a sentence for each picture. (Use *this* or *that* in each sentence.)

Examples:



a. *This is a pen.*
 b. *That is a door.*



Subject Pronouns and Be Affirmative and Interrogative Sentences

Affirmative Examples

Singular
 I am
 You are
 He is
 She is
 } a student.

It is a book.
 I am a student.
 (Je suis élève.)

Contractions:
 I am = I'm
 she is = she's

Plural
 We
 You
 They
 } are students.

They are books.
 We are students.
 (Nous sommes élèves.)

you are = you're he is = he's
 we are = we're they are = they're
 They're students.
 (Ils sont élèves.)

The girl is a student. = The girl's a student.

Exercise 1-6: Making Sentences with Is and Are**Directions:** Make sentences by replacing the (X) with *am*, *is*, or *are*.

- Examples:** a. *It is a dog.*
 b. *We are boys.*

I / We	}	(X)	}	dog / dogs.
You				boy / boys.
He / She / It / They				boys / and girls.
Mr. Ali				a girl and a boy.
A dog				animal / animals.
Mr. Ali and Miss Halima				teacher / teachers.
Fati / Alio				student / students.
Fati and Alio				

Exercise 1-7: Changing Singular to Plural**Directions:** Change each sentence from singular to plural.

- Examples:** a. *It is a book.* → *They are books.*
 b. *I am a girl.* → *We are girls.*

1. *It is an elephant.* 2. *I am a student.* 3. *You are a boy.* 4. *He is a student.* 5. *She is a teacher.* 6. *It is an egg.* 7. *You are a student.*

Exercise 1-8: Changing Plural to Singular**Directions:** Change each sentence to the singular. Remember to use *a* or *an* correctly.

- Examples:** a. *They are books.* → *It is a book.*
 b. *We are students.* → *I am a student.*

1. *They are umbrellas.* 2. *They are chairs.* 3. *They are dogs.* 4. *They are animals.*
 5. *They are students.* 6. *We are boys.* 7. *You are girls.*

Interrogative Examples

<i>Singular</i>		<i>Plural</i>
Am I	}	Are we
Are you		Are you
Is he / she		Are they
Is it a book?	a student?	students?
		Are they books?

Examples of Short Answers

- a. Question: *Are you a student? (Es-tu élève?)*
 Answer: **Yes, I am. (Oui.)**
- b. Question: *Are you a doctor? (Es-tu médecin?)*
 Answer: **No, I'm not. (Non.)**
- c. Question: *Is he a student?*
 Answer: **Yes, he is.**
- d. Question: *Is he a teacher?*
 Answer: **No, he isn't.**
- e. Question: *Are they students?*
 Answer: **Yes, they are.**
- f. Question: *Are they doctors?*
 Answer: **No, they aren't.**

Exercise 1-9: Asking and Answering Questions with Be
Directions: Make questions and answers from the words below.

1. Question: Are you

a doctor?
a boy?
in class?
a teacher?
in Dakar?
a student?
a girl?
- Answer:

Yes, I am.
No, I'm not.
2. Question: Is

a dog
Fatima
Ali

a student?
an animal?
a teacher?

Yes,

he
she
it

is.

Answer:

No,

he
she
it

isn't.
- Exercise 1-10: Using Yes / No Answers**
Directions: Answer the following questions using short answers.
- Examples:

a. Are you a teacher?
No, I'm not.

b. Are dogs animals.
Yes, they are.

1. Is Amadou a boy?

2. Are you in class?

3. Is a teacher a person?

4. Is a dog an animal?

5. Are you a teacher?

6. Are books tables?

7. Is Fatima a girl?

Exercise 1-11: Translating French into English
Directions: Translate the following sentences into English. Add a short answer where appropriate.

Example:

Est-ce une table? Oui.

Is it a table? Yes, it is.

1. Est-il professeur? Oui.

2. Fati, est-elle élève? Oui.

3. Nous sommes élèves.

4. Qu'est-ce que c'est?

5. Ferme la porte!

6. Comment allez-vous? Bien, merci.

7. Ces sont des tables.

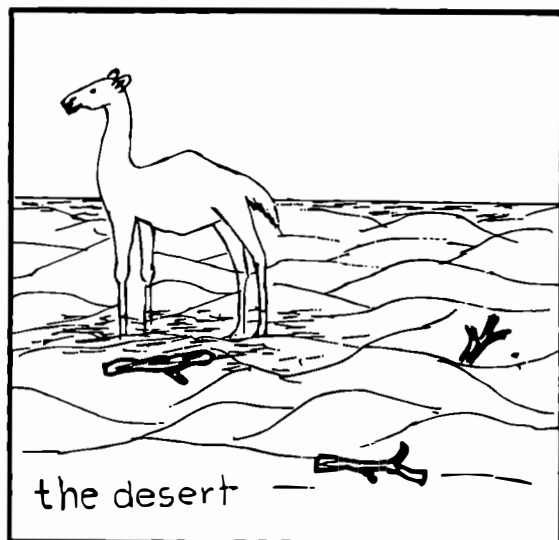
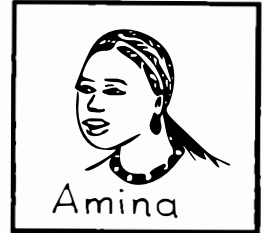
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Chapter One

Lesson Three

In the School Yard

Sani: Who's that over there?
Moussa: She's a new girl.
Sani: Hello! I'm Sani. What's your name?
Amina: My name's Amina.
Sani: It's nice to meet you.
Amina: Thanks, it's nice to meet you too!
Sani: Where's your village?
Amina: It's in the desert.
Sani: Oh, have you got a camel?
Amina: No, I haven't, but my father's got ten camels.
Sani: Wow! Ten camels! Look, it's time for class now. Goodbye, Amina.
Amina: Goodbye, Sani. See you later.



Exercise 1-12: Answering Questions on the Text

Directions: Answer each question with a complete sentence.

1. Who is the girl?
2. Where are Sani and Amina?
3. Has Amina got a camel?
4. What time is it in the text?
5. Is your village in the desert?
6. Where is your village?
7. Have you got a camel in your village?

■ Function _____

Introductions

Exercise 1-13: Introducing Yourself to a Friend

Directions: Practice introducing yourself to your classmates. Use the dialogue in the text as a model.

■ Grammar _____

The Definite Article *The*

Singular
the book (*le livre*)

Plural
the books (*les livres*)

Pronunciation

The before vowels = \ʒə\
Examples: the elephant
the antelope

The before consonants = \lə\
Examples: the blackboard
the paper
the door

Exercise 1-14: Pronouncing *The* Correctly

Directions: Read each item. Pronounce *the* correctly.

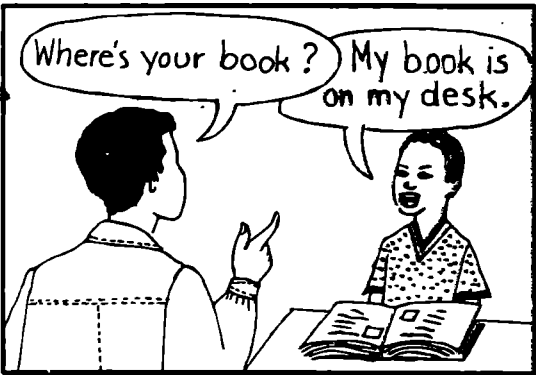
1. the umbrella 2. the dog 3. the girl 4. the book 5. the exercise 6. the animal
7. the teacher 8. the onion 9. the class 10. the camel 11. the village 12. the elephant

Possessive Adjectives *My* and *Your*



What is **your** name?
(*Quel est ton nom?*)
(*Comment t'appelles-tu?*)

My name is Fati.
(*Mon nom est Fati.*)
(*Je m'appelle Fati.*)



Where is **your** book?
(*Où est ton livre?*)

My book is on **my** desk.
(*Mon livre est sur ma table-banc.*)

Prepositions

At



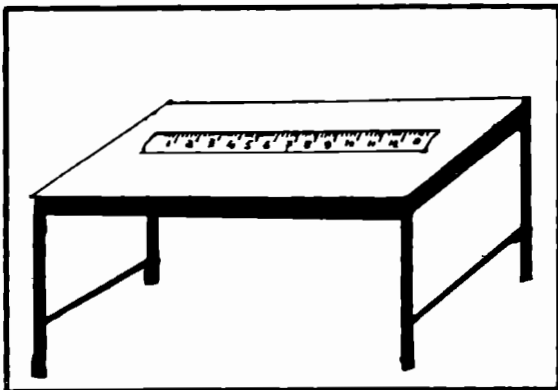
The boy is **at** the door.

In



They're **in** the classroom.

On



The ruler is **on** the table.

Exercise 1-15: Using My and Your

Directions: Make questions and answers from the words below.

Question: Where is { my
your }

{ pen?
village?
texbook?
exercise book?
classroom?

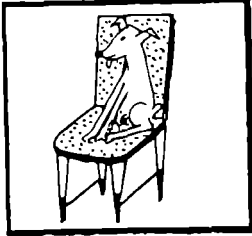
Answer: { My
Your } _____ is

{ in my hand.
in Africa.
in the school.
in the classroom.
on the table.
in my pocket. (pocket = poche)
in my house. (house = maison)

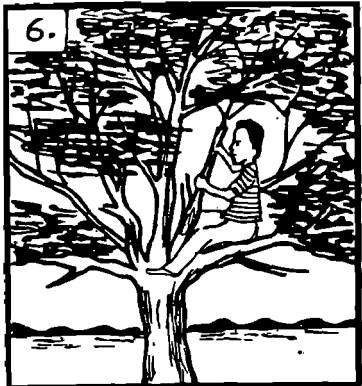
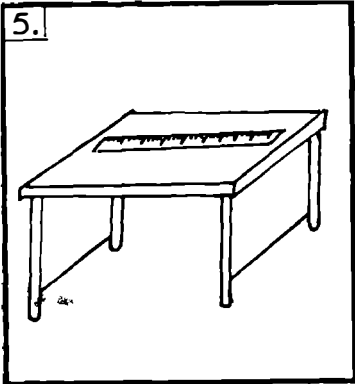
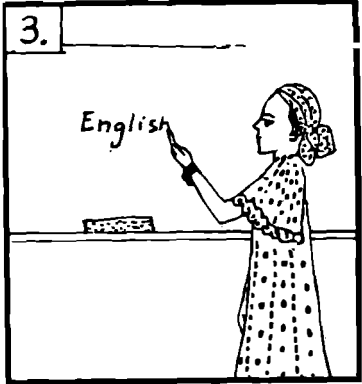
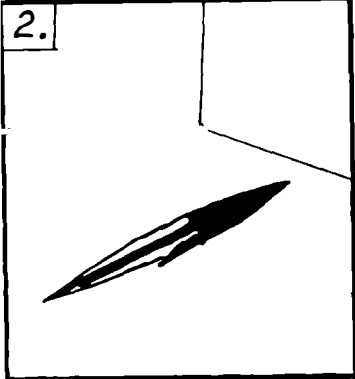
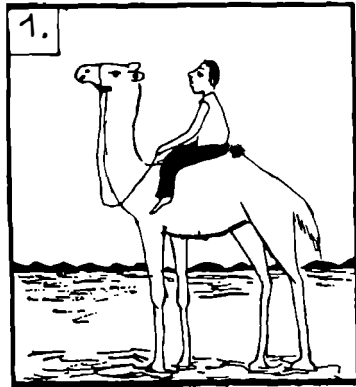
Exercise 1-16: Using At, In, and On

Directions: Write one sentence for each picture. Use *in*, *at*, or *on*.

Example:

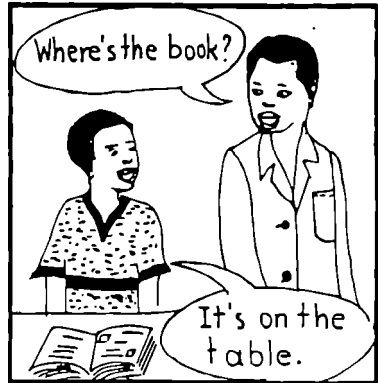


The dog is on the chair.



Questions with *Where* and *Who*

Where



Question: **Where** is the book?
(Où est le livre?)

Answer: It is on the table.
(Il est sur la table.)

Contraction: Where is = Where's

Who



Question: **Who** is that?
(*Qui est-ce là-bas?*)
Answer: It is Alio.
Contraction: Who is = Who's

Exercise 1-17: Completing Questions

Directions: Replace the (X) with *who* or *where* to make the question for the answer given.

Example: (X) is my pen? My pen is on the table.
Where is my pen?

1. (X) is she? She is my teacher. 2. (X) are they? They are in class. 3. (X) are we? We are boys and girls. 4. (X) are you? I am Sani. 5. (X) is Fati? Fati is a student. 6. (X) is the boy? He is in the tree. (tree = *arbre*) 7. (X) is that over there? That's the new girl.

Exercise 1-18: Using Where and Who

Directions: Use *where* and *who* to ask questions.

Examples: a. This man is my father.
Who is this man?
b. The woman is outside.
Where is the woman?

1. The girl is in the classroom. 2. That student is Amadou. 3. This woman is Solanje. 4. The teacher is at the blackboard. 5. The boys are outside. 6. The girls are Fati and Zeinabou. 7. The dog is outside.

To Have Got: Affirmative and Interrogative Sentences

Affirmative Examples

Subject	+	Have / Has	+	Got	+	Complement
I / You / We / They		have		got		a camel.
He / She / It		has		got		a problem.

We have got a camel. (*Nous avons un chameau.*)

Contractions:

I have	=	I've	You have	=	You've	We have	=	We've
They have	=	They've	He has	=	He's	She has	=	She's
It has	=	It's						

The teacher **has got** a ruler. = The teacher's **got** a ruler.

Interrogative Examples

Have / Has	+	Subject	+	Got	+	Complement
Have		I / you / we / they		got		a camel?
Has		he / she / it		got		a problem?

Has she got a camel? (A-t-elle un chameau?)

Question: **Have** you **got** a book?
Answer: Yes, I **have**. / No, I **haven't**.
Question: **Has** she **got** a pen?
Answer: Yes, she **has**. / No, she **hasn't**.

What	+	Have / Has	+	Subject	+	Got
What		have		I / you / we / they		got?
What		has		he / she / it		got?

Question: **What have** you **got**?
Answer: **I've got** a book.

Exercise 1-19: Asking and Answering Questions with Have Got
Directions: Make questions and answers from the words below.

Question				Answer	
1.	Has	$\left\{ \begin{array}{l} \text{Ali} \\ \text{your father} \\ \text{the teacher} \\ \text{a dog} \\ \text{Fati} \end{array} \right\}$	got a book?	Yes,	$\left\{ \begin{array}{l} \text{he} \\ \text{she} \\ \text{it} \end{array} \right\}$ has.
				No,	$\left\{ \begin{array}{l} \text{he} \\ \text{she} \\ \text{it} \end{array} \right\}$ hasn't.
2.	Have	$\left\{ \begin{array}{l} \text{I / you} \\ \text{we / they} \end{array} \right\}$	got $\left\{ \begin{array}{l} \text{a book?} \\ \text{books?} \end{array} \right\}$	Yes,	$\left\{ \begin{array}{l} \text{you} \\ \text{we / they} \\ \text{I} \end{array} \right\}$ have.
				No,	$\left\{ \begin{array}{l} \text{you} \\ \text{we / they} \\ \text{I} \end{array} \right\}$ haven't.

Exercise 1-20: Making Sentences
Directions: Make as many sentences as you can using *have got* or *has got*.

Example: *The English teacher has got an English book.*

$\left\{ \begin{array}{l} \text{Fati} \\ \text{Fati and Abdou} \\ \text{Illa} \\ \text{The boy} \\ \text{The students} \\ \text{The English teacher} \end{array} \right\}$	$\left\{ \begin{array}{l} \text{has got} \\ \text{have got} \end{array} \right\}$	$\left\{ \begin{array}{l} \text{an English book.} \\ \text{exercise books.} \\ \text{a banana.} \\ \text{a dog.} \\ \text{a table.} \\ \text{a class.} \end{array} \right\}$
--	---	--

Exercise 1-21: Translating French into English

Directions: Translate the following sentences into English.

1. Il a un livre.
2. C'est un éléphant.
3. Comment t'appelles-tu?
4. Où est le livre?
5. Le professeur est en classe.
6. Ont-ils des livres? Oui.
7. Où est ton cahier d'exercices?
8. Qui est cet homme là? C'est mon père.
9. Les élèves ne sont pas dans la salle de classe.
10. As-tu ton stylo? Non.

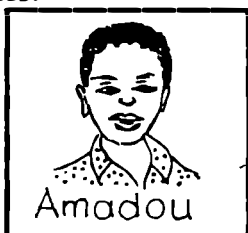
Writing

Questions and Answers

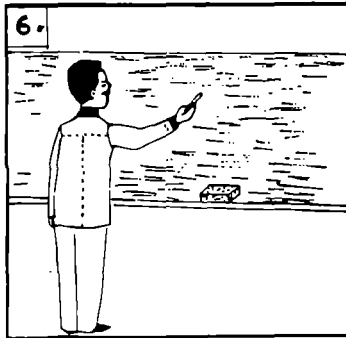
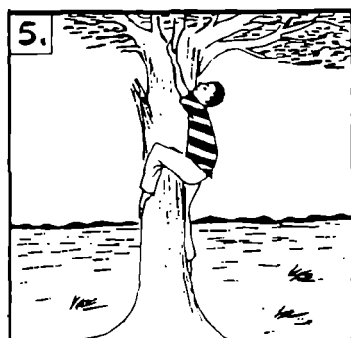
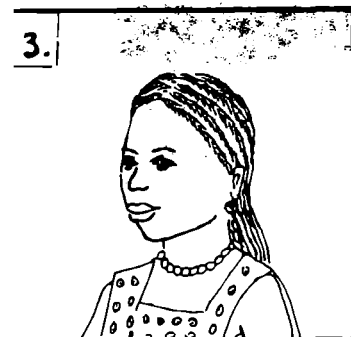
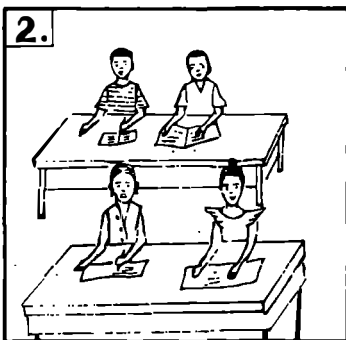
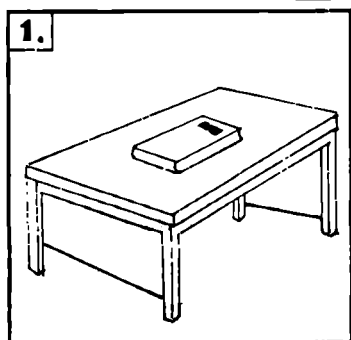
Exercise 1-22: Writing Questions and Answers

Directions: Write one question and one answer for each picture.

Examples:



- a. Who is the boy?
He is Amadou.
- b. What has he got?
He has got a book.



Fun and Games

Scrambled Words (Game)

Spell the words correctly with the letters.

Example: oyb = boy

rlig

slacs

ogd

tyeh

latbe

ronnmig

Where Are We? (Chant)

Where are we?

We are in the **classroom**.

Where is the **classroom**?

It is in the middle school.

Where is the middle school?

It is in _____

name of town

Where is _____ ?

name of town

It's in Niger.

Where is **Niger**?

It's in **Africa**.

Where is **Africa**?

It's in the world.

Chapter Two

Lesson One

The Late Student



Exercise 2-1: Answering Questions on the Text

Directions: Answer these questions with complete sentences.

1. Is Mamadou Rabiou at school?
2. Is he on time?
3. Has Mamadou got a pen?
4. Is the teacher a man or a woman?
5. Is Mamadou a good student?

Grammar

Negative Sentences: *Be* and *Have Got*

Negative Sentences with *Be*

Subject	+	Is / Am / Are	+	Not	+	Complement
I		am		not		a doctor.
He / She / It		is		not		in the classroom.
We / You / They		are		not		at the blackboard.

He **is not** a doctor. (*Il n'est pas médecin.*)

Contractions:

I am not a doctor.	=	I'm not a doctor.	
You are not a teacher.	=	You aren't a teacher.	= You're not a teacher.
He is not a girl.	=	He isn't a girl.	= He's not a girl.
She is not a student.	=	She isn't a student.	= She's not a student.
It is not a dog.	=	It isn't a dog.	= It's not a dog.
We are not teachers.	=	We aren't teachers.	= We're not teachers.
They are not doctors.	=	They aren't doctors.	= They're not doctors.

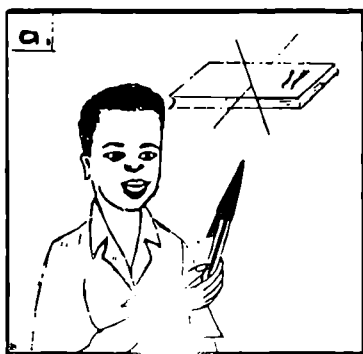
Exercise 2-2: Changing Affirmative Sentences To Negative Sentences

Directions: Change the sentences from affirmative to negative.

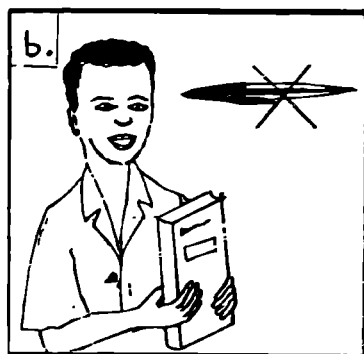
Example: I am a teacher. *I am not a teacher.*

1. He's a student.
2. She's Fati.
3. We are sorry.
4. It is a ruler.
5. They are teachers.
6. I'm Boubacar.
7. You're late.

Negative Sentences With Have Got



a. The boy **has not got** a book.



b. He **has got** a book, but he **has not got** a pen.

Subject	+	Have / Has	+	Not	+	Got	+	Complement
I / You / We / They		have		not		got		a book.
He / She / It		has		not		got		a book.

We have not got a book. (*Nous n'avons pas de livre.*)

Contractions: have not = haven't

has not = hasn't

Exercise 2-3: Using the Negative of Have Got

Directions: Copy the sentence. Replace the (X) with the correct negative form of *have got*.

Example: The boy (X) a blue book. *The boy has not got a blue book.*

1. We (X) bananas on the floor.
2. He (X) a camel in the house.
3. They (X) English today.
4. I (X) six exercise books.
5. The girls (X) eggs.
6. Teachers (X) elephants in class.
7. Maïmouna (X) a pen.

Exercise 2-4: Writing Sentences with Have Got

Directions: Write complete sentences using the words given. Use a form of *have got* or *have not got* in each sentence.

Examples: a. The girl / seat

b. Fatima / exercise book / today / not

The girl has got a seat. Fatima has not got an exercise book today.

1. The boy / ruler / not
2. Miko / camel
3. We / English class / today / not
4. I / banana / not
5. You / book
6. The teachers / pens / not
7. The student / desk

Exercise 2-5: Writing Original Sentences

Directions: Finish the sentences using *have got* or *be*.

Example: I... I *am* a student.
or
I... I *have got* a pen.

1. He... 2. My father... 3. We... 4. The students... 5. Aminou... 6. You... 7. The teacher...

■ Functions

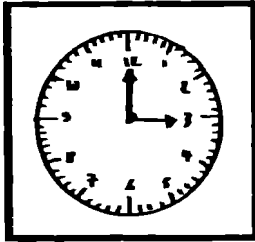
Counting to Twenty

1 one	6 six	11 eleven	16 sixteen
2 two	7 seven	12 twelve	17 seventeen
3 three	8 eight	13 thirteen	18 eighteen
4 four	9 nine	14 fourteen	19 nineteen
5 five	10 ten	15 fifteen	20 twenty

She's got **six** bananas.
We've got **fifteen** camels.
I've got **two** exercise books.

Telling Time: O'Clock

This is a clock.



What time is it?
It is **three o'clock**.

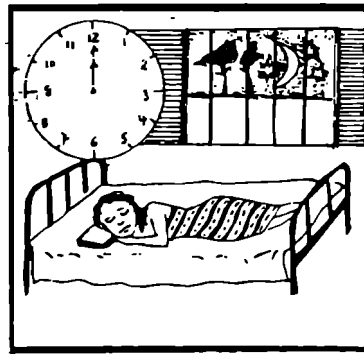
The **big** hand is for **minutes**.

The **little** hand is for **hours**.

Special Times



Twelve **noon** is **midday**.



Twelve **midnight** is **at night**.

Exercise 2-6: Drawing Clocks

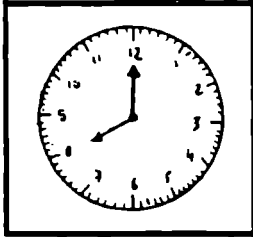
Directions: In your exercise books, draw clocks for these times.

1. It's **twelve noon**. 2. It's **three o'clock**. 3. It's **two o'clock**. 4. It's **seven o'clock**.
5. It's **twelve midnight**. 6. It's **one o'clock**. 7. It's **nine o'clock**.

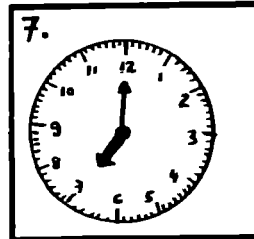
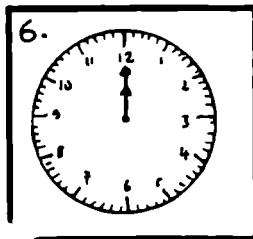
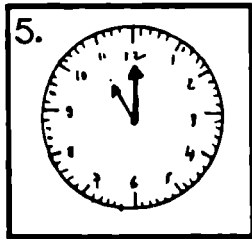
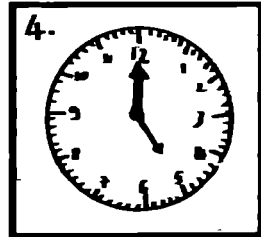
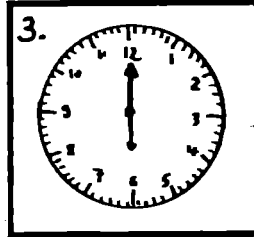
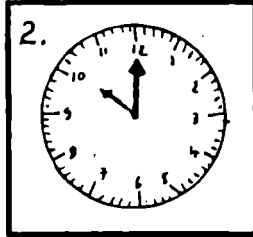
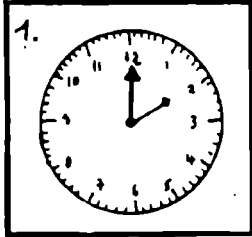
Exercise 2-7: Telling Time

Directions: In your exercise books, write times for these clocks.

Example:



It is eight o'clock.



■ **Spelling** _____

Spelling with the Letters A—L

	a	b	c	d	e	f	g	h	i	j	k	l
a	name		man	again					g	good		poge
b	boy								h	house		
c	come	nice							i	sit		fine
d	day								j	joke		
e	pen								k	kilo		
f	for								l	late		

Exercise 2-8: Spelling Words Out Loud

Directions: Spell these words orally.

ball	head	bad	call	dig
leg	beg	kid	feel	fill
cab	egg	hide	hill	bed

Fun and Games

Ten Little Indians (Song)

One little, two little, three little Indians.
Four little, five little, six little Indians.
Seven little, eight little, nine little Indians.

Ten little Indian boys.
Ten little, nine little, eight little Indians.
Seven little, six little, five little Indians.
Four little, three little, two little Indians.
One little Indian boy.

Fish! (Chant)

One, two, three, four, five. — caught a fish alive.
Six, seven, eight, nine, ten. — threw it back again.

Chapter Two

Lesson Two

Introducing Friends at School

Ali: Who's the boy at the window?
 Boubacar: The boy in the red shirt? That's Salifou.
 Ali: Is he in the first year?
 Boubacar: I don't know. Hey, Salifou, come here!
 Salifou: Hello.
 Boubacar: Salifou, this is my friend, Ali.
 Ali: Good morning, Salifou. How are you?
 Salifou: Fine, thanks. I'm pleased to meet you, Ali.
 Ali: Where are you from?
 Salifou: Ouagadougou. Are you in this class?
 Ali: Yes, I am. And I'm sitting next to you.



Exercise 2-9: Answering Questions on the Text

Directions: Answer the following questions in complete sentences.

- Where are the students?
- Has Salifou got a blue shirt?
- Are you in the first year?
- Who is next to you?

Vocabulary

Clothing

a cloth	-	un pagne	a shirt	-	une chemise
clothes	-	vêtements	a shoe	-	une chaussure
a dress	-	une robe	a skirt	-	une jupe
an earring	-	une boucle d'oreille	trousers	-	un pantalon
a headscarf	-	un foulard	to wear	-	porter
a pair of sandals	-	une paire de sandales			

Introductions (Continued)

Exercise 2-10: Introducing Friends
Directions: Practice introducing your classmates. Use the dialogue as a model.

How Many?

Question: How many pens have you got? (*Combien de stylos as-tu?*)
Answer: Three. (*Trois.*)

Exercise 2-11: Asking Questions with How Many
Directions: Write a question for the following answers.

Example: I've got two pens. How many pens have you got?

1. He's got ten rulers. 2. She's got three dresses. 3. We've got two dogs. 4. I've got a banana.
 5. You've got six books. 6. He's got a desk. 7. They've got twelve pencils.

Possessive Adjectives: *His* and *Her*



Amadou is happy! (*Amadou est content.*)
 His shirt is new. (*Sa chemise est neuve.*)
 His shoes are new. (*Ses chaussures sont neuves.*)
 His book is new. (*Son livre est neuf.*)
 His name is Amadou. (*Il s'appelle Amadou.*)

Fati is happy!
 Her dress is new.
 Her shoes are new.
 Her book is new.
 Her name is Fati.

Exercise 2-12: Reviewing My, Your, His, and Her
Directions: Make questions and answers from the words below.

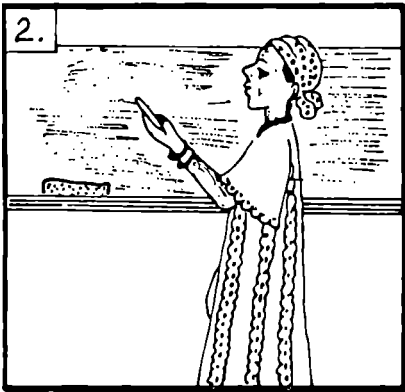
Question: Is that { my / your / his / her } book?
Answer: Yes, it's { my / your / his / her } book.

Prepositions

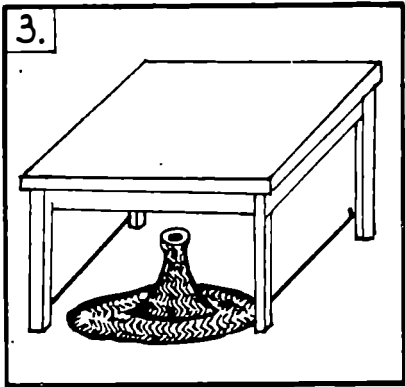
Ali is **next** to me.



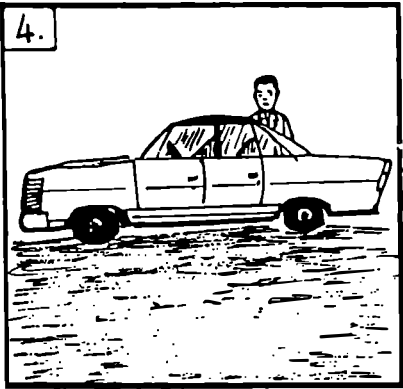
The teacher is **in front of** the blackboard.



The hat is **under** the table.



He is **behind** the car.



The boy is **between** the girls.



Exercise 2-13: Answering Questions Using Prepositions

Directions: Answer the questions. Use the words in the parentheses.

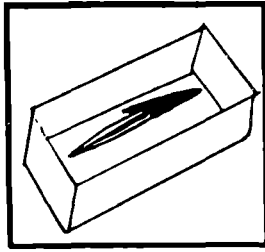
Example: Where's the pencil? (on / table) *It is on the table*

1. Where's the boy? (in / classroom) 2. Where's the banana? (on / desk) 3. Where are the girls? (behind / chairs) 4. Where's the teacher? (in front of / class) 5. Where's my ruler? (in / school bag) 6. Where are the students? (at / school) 7. Where's the box? (on / floor)

Exercise 2-14: Writing Sentences with Prepositions

Directions: Look at the pictures and write sentences using the correct prepositions.

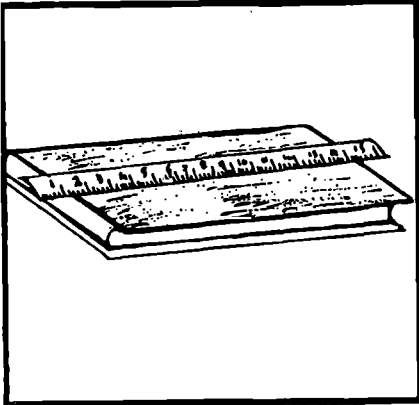
Example:



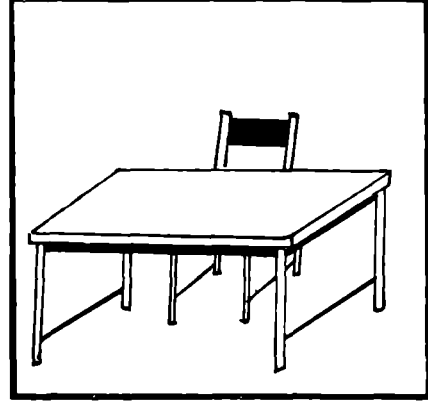
The pen...

The pen is in the box

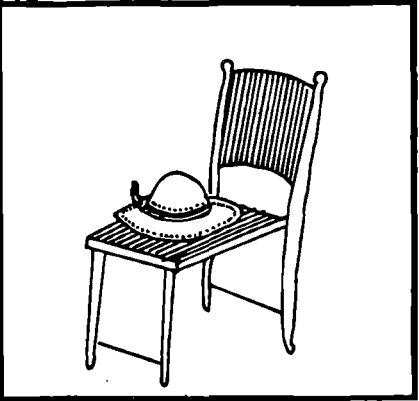
1. The ruler...



2. The chair...



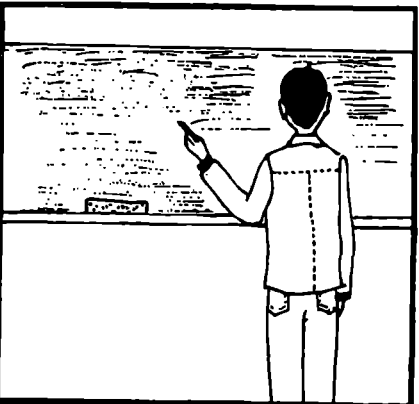
3. The hat...



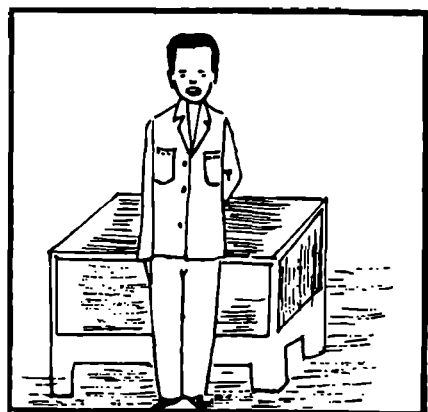
4. The boy...



. Abdou...



6. The teacher...

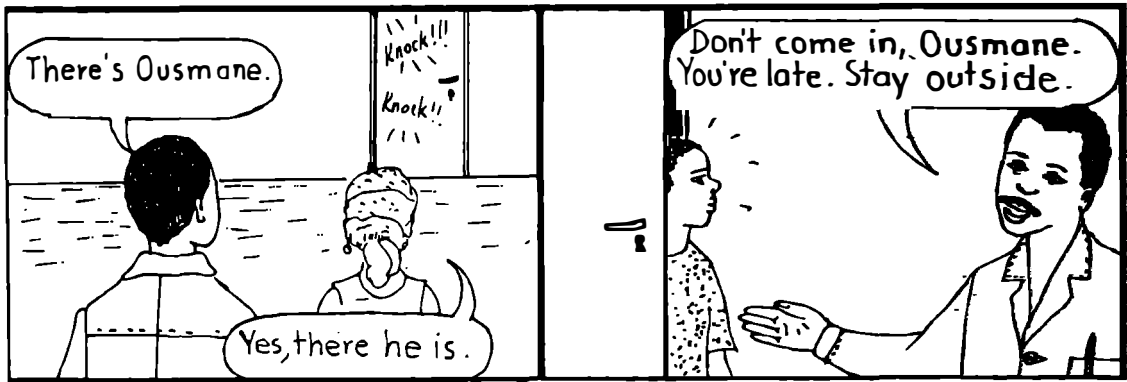
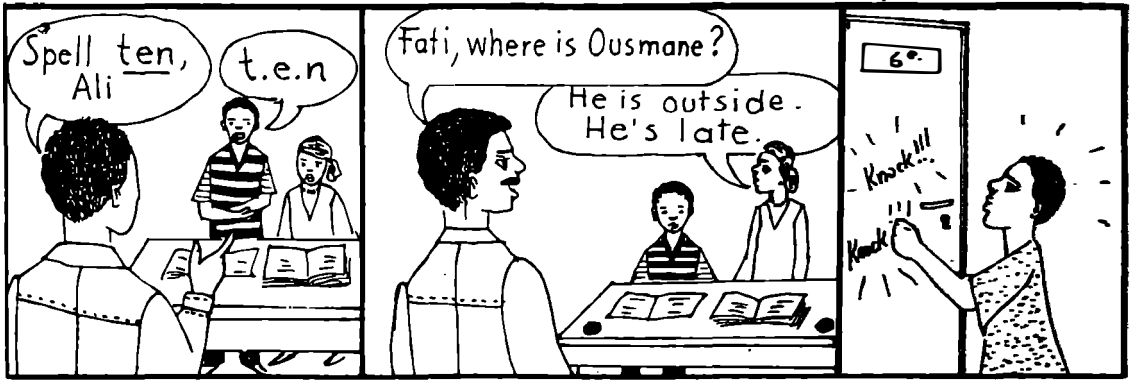


Chapter Two

Lesson Three

Ousmane Is Late

It is nine o'clock. Ali and Fati are in the classroom with the teacher. Ousmane is outside. He is not in the classroom.



Exercise 2-15: Answering Questions on the Text

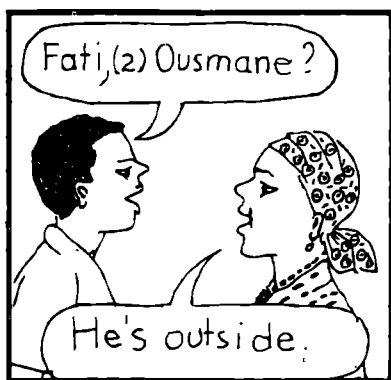
Directions: Answer the questions in complete sentences.

1. Is Ousmane in the classroom?
2. Where are Fati and Ali?
3. Who is outside?
4. Where are you?
5. Who is late?
6. Who is with the teacher?

Exercise 2-16: Making Questions about the Text

Directions: Complete the questions. The numbers in parentheses tell you how many words to write.

Example:



Fati, where is Ousmane?



Grammar

The Imperative

Affirmative Examples

Spell ten!
(Écrivez dix!) (Épelle dix!)

Knock!
(Frappez!) (Frappe!)

Negative Examples

Do not come in!
Don't come in!
(N'entrez pas!) (N'entre pas!)

Do not stay here!
Don't stay here!
(Ne restez pas ici!) (Ne reste pas ici!)

Contraction: do not = don't

Exercise 2-17: Translating Imperatives

1. Epelez sept! 2. Viens ici! 3. Ne frappez pas! 4. Ne reste pas dehors! 5. N'entre pas!

Here Is / Are and There Is / Are

Examples with Here Is and Here Are

- a. **Here is** your book.
(Voici ton livre.)
b. **Here are** your books, Fati.
(Voici tes livres, Fati.)



Examples with There Is and There Are

- c. **There is** your desk.
(Voilà ta table-banc.)
d. **There are** your books.
(Voilà tes livres.)

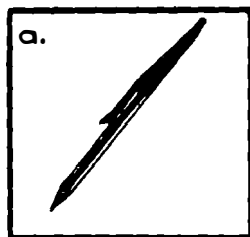
Contraction: there is = there's



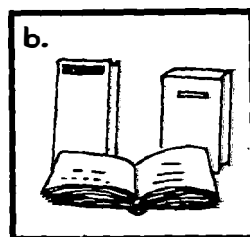
Exercise 2-18: Practicing with Here Is and Here Are

Directions: Practice the following mini-dialogue with your classmates. Use the objects in the pictures.

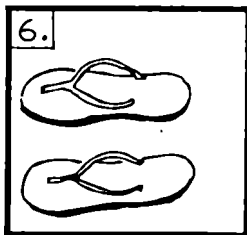
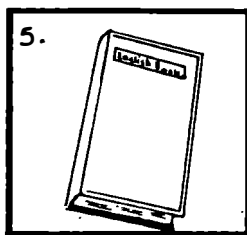
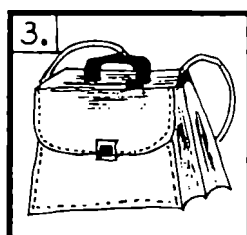
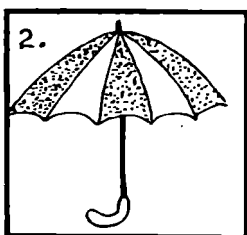
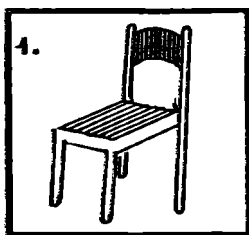
Examples:



- a. Student 1: *Here's your pen.*
Student 2: *Thank you.*



- b. Student 1: *Here are your books.*
Student 2: *Thank you.*



Exercise 2-19: Asking and Answering Questions

Directions: Make questions and answers with words below.

Question: { Where's _____ ?
(name)
Where are _____ and _____ ?
(name) (name)

Answer: { There's _____ .
There are _____ and _____

■ Spelling _____

Spelling with the Letters M—Z

	m	n	o	p	q	r	s	t	u	v	w	x	y	z
m	my			q	question		u	under, ruler				y	yellow, happy	
n	now			r	red		v	village				z	zero	
o	clock, go			s	sister, close		w	wear						
p	paper			t	touch		x	box						

Exercise 2-20: Spelling Words Out Loud

Directions: Spell these words orally.

from	wear	under	skirt	time
box	front	brown	excuse	window
now	ruler	problem	minute	midnight

Exercise 2-21: Translating French into English

1. Salifou n'a pas de stylo.
2. Abdou est derrière Mariama.
3. Il est trois heures.
4. Le chien n'est pas dans la salle de classe.
5. Ils ont sept bananes.
6. Le professeur d'anglais est un homme.
7. Qui est la fille à la porte?
8. Aïcha n'est pas à côté de Boubacar.
9. Voilà ton professeur.
10. Voici ton parapluie.

Dialogues

Exercise 2-22: Unscrambling a Dialogue

Directions: Put the sentences below in the correct order to make a good dialogue. The first three lines are done for you.

Example: Saley: Good morning.
Adamou: Good morning. How are you?
Saley: Fine, thanks.

- 1. Saley: Fine, thanks.
- 2. Adamou: What is your name?
- 3. Saley: Yes, I am. Where are you from?
- 4. Adamou: Good morning. How are you?
- 5. Saley: How many sisters have you got? (sister = *sœur*)
- 6. Adamou: I'm from Bamako.
- 7. Saley: My name is Saley.
- 8. Adamou: Are you in the first year?
- 9. Saley: Good morning.
- 10. Adamou: I've got four sisters: Aïchatou, Zeinabou, Rakia, and Saâ.

Exercise 2-23: Writing a Dialogue

Directions: Write a dialogue between Aïcha and Mariama. They are in the first year. They are new at the school. Aïcha is from Say and Mariama is from Zinder.

Fun and Games

Scrambled Words

Spell the words correctly with the letters.

Example: shl = his

oshe

awer

meoh

tlile

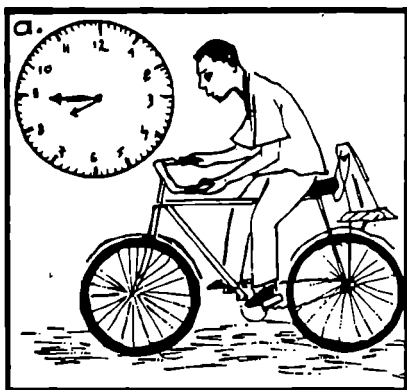
drenifs

aabnna

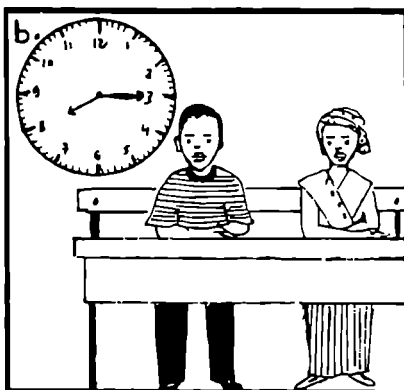
Chapter Three

Lesson One

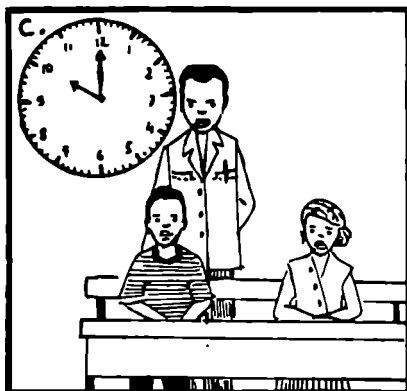
The Day's Activities



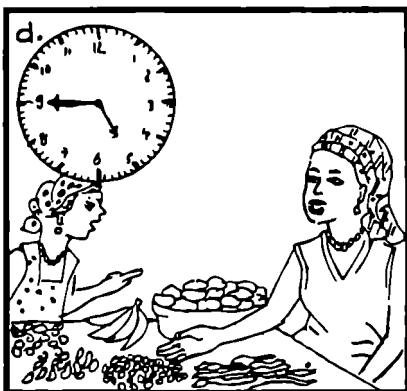
It is a quarter to eight. Ali is going to school.



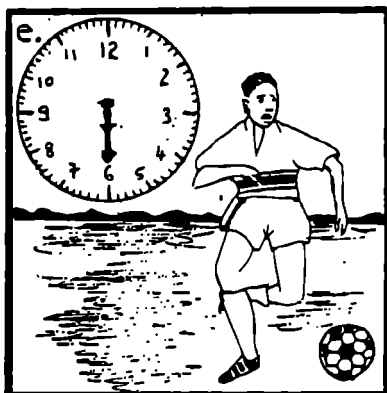
It is a quarter past eight. Ali and Fati are sitting in the classroom.



The teacher is standing behind Ali. It is ten o'clock. They are doing an exercise.



It is a quarter to five. Maria-ma is buying vegetables in the market.



It is half past six. What is Ali doing? He is playing football.

Exercise 3-1: Answering Questions on the Text
Directions: Answer the questions in complete sentences.

1. (Picture A) Where is Ali going? 2. (Picture B) Where are Ali and Fati sitting?
3. (Picture C) What are the students doing? 4. (Picture D) What is Mariama buying?
5 (Picture E) What is Ali doing?

■ **Vocabulary** _____

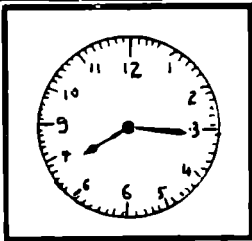
More Verbs

to clean	-	<i>nettoyer</i>	to sleep	-	<i>dormir</i>
to drink	-	<i>boire</i>	to speak	-	<i>parler</i>
to eat	-	<i>manger</i>	to study	-	<i>étudier</i>
to help	-	<i>aider</i>	to walk	-	<i>marche</i>
to read	-	<i>lire</i>	to work	-	<i>travailler</i>

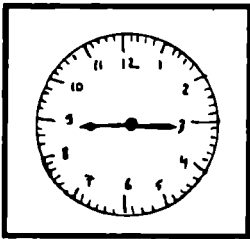
■ **Function** _____

Telling Time: A Quarter Past and A Quarter To

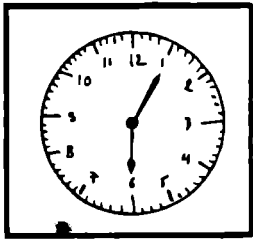
What time is it?



It's a quarter past seven.



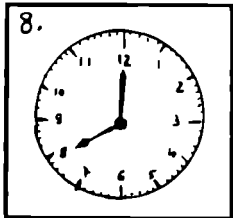
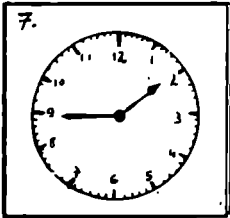
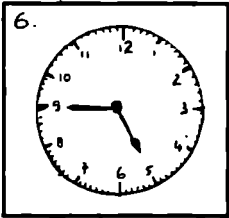
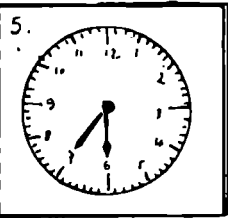
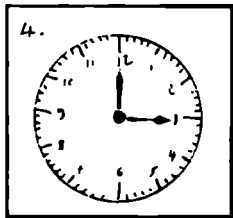
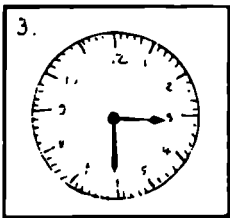
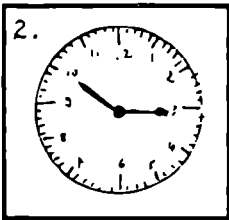
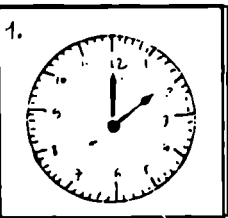
It's a quarter to three.



It's half past one.

Exercise 3-2: Understanding the Time

Directions: Listen to your teacher. He or she will say the time. Put your finger on the correct clock.



Exercise 3-3: Practicing the Time with a Friend

Directions: Play this game.

Your friend: What time is it?
You: It's _____
Your friend puts his or her finger on the correct clock.

The Present Progressive Tense

Affirmative Examples

Subject	+	Is / Are / Am	+	Present Participle	(+ Complement)
I		am		buying	my book.
He / She / It		is		sitting.	
You / We / They		are		standing.	

Negative Examples

Subject	+	Is / Are / Am	+	Not	+	Present Participle	(+ Complement)
I		am		not		going.	
He / She / It		is		not		playing	football.
You / We / They		are		not		buying	the shirt.

Interrogative Examples

(Wh- Word +)	Is / Are / Am	+	Subject	+	Present Participle	(+Complement)
	Am		I		going?	
	Is		he / she / it		standing?	
	Are		you / we / they		studying	English?
What	are		you		doing?	
Where	is		he		eating	It?
Who	+	Is	+	Present Participle	(+Complement)	
Who		is		knocking	at the door?	

Exercise 3-4: Forming the Present Progressive

Directions: Put the verb in parentheses in the present progressive tense.

- Examples: a. The girl (eat). *The girl is eating.*
b. Ali and Fati (not, play). *Ali and Fati are not playing.*

1. We (go). 2. We (not, go). 3. I (sit). 4. You (play). 5. You (not, stand). 6. They (not, play). 7. He (work).

Exercise 3-5: Asking and Answering Questions with the Present Progressive

Directions: Make questions and answers from the words below.

Question:			Answer:	
Are { you we they	{ buying vegetables? sitting? reading? studing? introducing friends? playing football? knocking at the door? standing in front of the blackboard? eating? spelling? doing this exercise?	Yes, _____ (subject)	{ am. is. are.	
Am { I			{ 'm not. isn't. aren't.	
Is { she that the teacher that girl he		No, _____ (subject)	{ 'm not. isn't. aren't.	

Exercise 3-6: Making Questions and Answers

Directions: Make questions with *where*. Give any appropriate answer.

- Examples:
- a. The boy is standing. *Where is the boy standing?*
He is standing in the classroom.
 - b. They are eating. *Where are they eating?*
They are eating outside.

1. The teacher is spelling. 2. The girl is buying. 3. Ali is sleeping. 4. Ali and Fati are sitting. 5. Fati is going. 6. They are studying. 7. He is working.

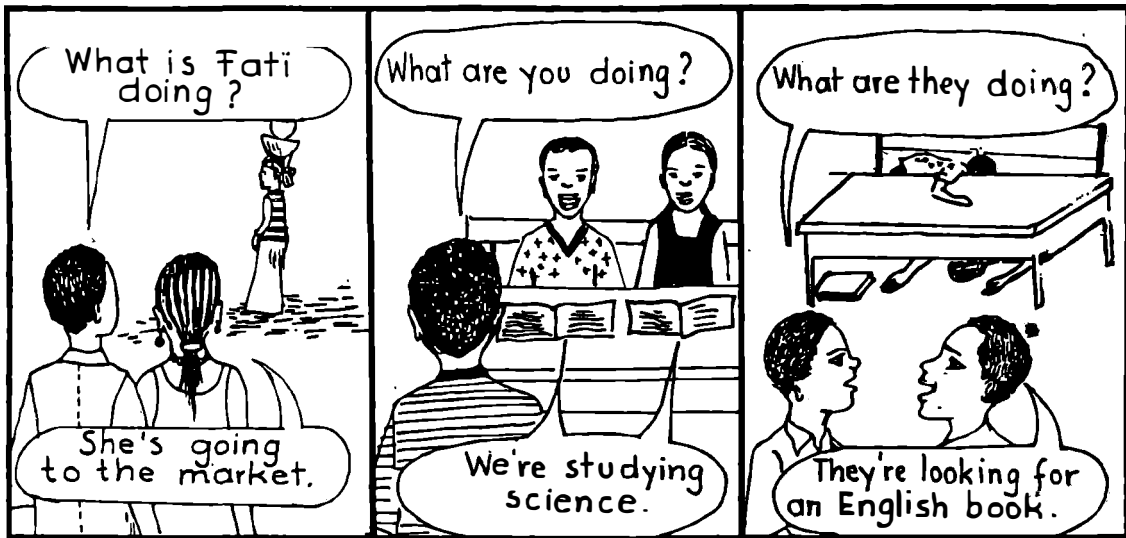
Exercise 3-7: Writing True Negative Sentences

Directions: Each sentence below is true and affirmative. Make a true negative sentence. Change the underlined word or phrase.

- Examples:
- a. Fati is spelling seven. *She is not spelling six.*
 - b. Ali is studying science. *He is not studying English.*

1. Ali is standing in the classroom. 2. Ali and Fati are eating bananas. 3. Ali and Fati are going to the market. 4. Fati is sitting outside. 5. Ali is staying outside. 6. Fati and Ali are working in the classroom. 7. Fati is knocking on the door.

Questions with the Verb Do



Exercise 3-8: Using Doing

Directions: In each question and answer, you see a number in parentheses. Copy the sentence and add that number of words. Use *doing* in every question.

- Example: Question: What (1) you doing? Answer: I (2) a pen.
What are you doing? I am buying a pen.

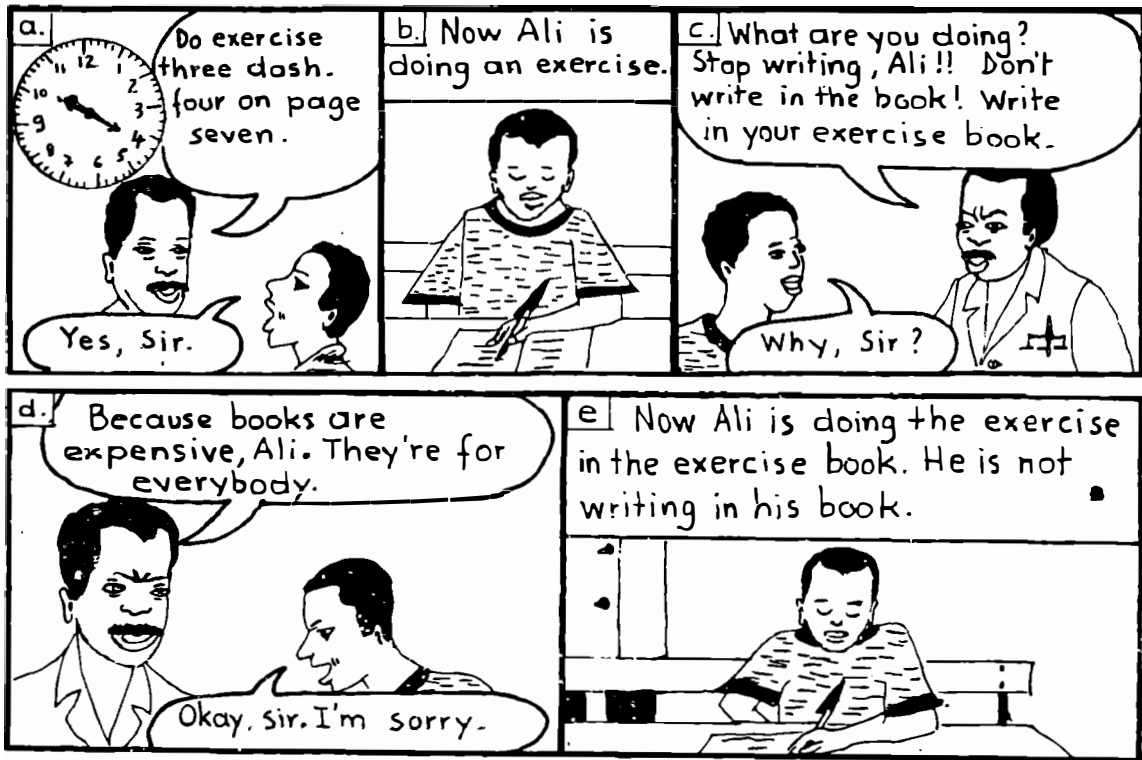
1. Question: What (1) Ali doing? Answer: He (2) football. 2. Question: What (2) doing? I (2) in the classroom. 3. Question: What (1) Ali and Fati (1)? Answer: (1) are (1) outside. 4. Question: (1) are you (1)? Answer: (3) to school. 5. Question: (4)? Answer: She (2) the exercise.

Chapter Three

Lesson Two

Not In The Book!

It is twenty minutes past ten. The teacher is standing in front of the class. Ali is sitting at his desk.



Exercise 3-9: Making Questions about the Text

Directions: Write questions for the following answers. The first word of each question is given.

- Examples:**
- a. He is standing in front of the class. (Where...?)
Where is he standing?
 - b. No, he is sitting. (Is...?) (Picture A)
Is he standing?

1. (Picture A) The exercise is on page seven. (Where...?)
2. (Picture B) He is doing the exercise. (What...?)
3. (Picture B) He is writing in the book. (Where...?)
4. (Picture D) Yes, they are. (Are...?)
5. (Picture E) No, he isn't. (Is...?)
6. (Picture A) It is twenty past ten. (What...?)

■ Spelling

The -ing Form

The Basic Rule

stand + ing → standing
study + ing → studying
eat + ing → eating

Verbs with Final e

write + ing → writing
come + ing → coming
prepare + ing → preparing

One-Syllable Verbs Ending with One Vowel and One Consonant

sit + t → sitting
stop + p → stopping

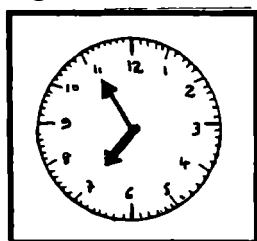
Exercise 3-10: Spelling the -ing Form

Directions: Write down the -ing form of each verb.

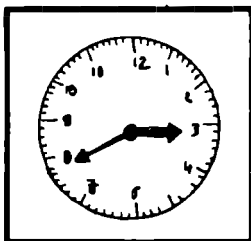
1. come 2. eat 3. write 4. sit 5. play 6. knock 7. sleep

■ Function

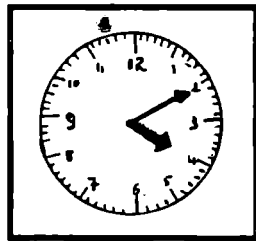
Telling Time (Conclusion)



It's five (minutes)
to seven.



It's twenty (minutes)
to three.



It's ten (minutes)
past four.

Exercise 3-11: Telling Time

Directions: In your exercise books, draw clocks with the times indicated.

1. It's five minutes to five. 2. It's twenty minutes past eleven. 3. It's ten minutes to twelve. 4. It's five minutes past two. 5. It's twenty-five minutes past nine. 6. It's twenty minutes to six. 7. It's twenty minutes past one.

■ Grammar

The -ing Form After Stop

Examples: **Stop writing!**
(Arrêtez d'écrire!)

Don't stop working!
(N'arrêtez pas de travailler!)

Exercise 3-12: Practicing with Stop

Directions: Practice telling a classmate what to do. (Student 2 must mime the actions.)

Example: walk

Student 1: **Walk!** (Student 2 walks.)

Student 3: **Stop walking!** (Student 2 stops.)

1. write 2. work 3. study 4. play 5. knock 6. eat 7. walk

Exercise 3-13: Completing a Dialogue

Directions: Follow the example to complete the dialogue in your exercise book. The numbers in parentheses tell you how many words to write.

Example: Picture A

Issa: Hello, Aïcha.

Aïcha: Hello, Issa. Come in.

a. Hello, Aïcha
(1) Issa. Come in.

b. How (2) ?
Fine (3) ?

c. Fine. What (3) ?
I'm (2) English exercise.

d. Are (2) in the book?
No, I'm writing in (3)..

e. Good! I'm (1) now!
Okay, Bye..

Fun and Games

Word Tree

Copy this word tree into your exercise books and fill in the blanks.

Example:

G ood

morning!

O ne

two, three

T able

The book is on the

M --

He's not a boy, He's a

I --

We are the classroom.

D --

Sit

N ---

Twelve is midday.

L ---

What time is ?

G ---

Rabi is a

H ---

you got a pen?

T ----

Ten + two =

Chapter Three

Lesson Three

Ready for Class

Mariama and Boubacar are at school. They are standing outside the classroom. They are waiting for Amadou.



Exercise 3-14: Answering Questions on the Text

Directions: Answer the questions in complete sentences.

- Where are Mariama and Boubacar?
- What time is it?
- Who are they waiting for?
- What is Amadou doing?
- Where is the teacher?

Grammar

Two-Word Verbs

Affirmative Examples

- I am listening to the radio.
(J'écoute la radio.) écouter = to listen to
- They are looking at the man.
(Ils regardent l'homme.) regarder = to look at
- We are looking for the pen.
(Nous cherchons le stylo.) chercher = to look for
- She is waiting for the teacher.
(Elle attend le professeur.) attendre = to wait for

Examples of Questions and Answers

Questions

- What are you listening to?
- Who are you waiting for?
- What is Amadou looking for?
- What is she pointing at?

Answers

- I'm listening to the radio.
- I'm waiting for the teacher.
- He's looking for his pen.
- She's pointing at the door.

Exercise 3-15: Using Two-Word Verbs

Directions: Copy the mini-dialogues. The numbers in parentheses tell you how many words to add.

Example: Question: What are you (2)?
Answer: I (1) listening (1) the radio.
Question: What are you listening to?
Answer: I am listening to the radio?

- 1. Question: Who is Omar (2)? Answer: (1) is waiting (1) his friend.
- 2. Question: Who is Fati looking (1)? Answer: She (2) for Amadou.
- 3. Question: Who are they (2)? Answer: They (1) listening (1) the teacher.
- 4. Question: What are they (2)? Answer: They (1) pointing at a camel.
- 5. Question: What (1) Ali doing? Answer: (1) is (1) for his book.
- 6. Question: What are they (2)? Answer. (2) listening to the radio.
- 7. Question: What are you looking (1)? Answer: (2) looking for my pen.

Let's



Let's eat!
(Mangeons!)

Let's	+	Simple Form	(+ Complement)
Let's		play	basketball!
Let's		eat!	
Let's		go!	
Let's		listen to	the radio!

Exercise 3-16: Making Suggestions with Let's

Directions: Add *let's* to the actions listed to make a suggestion. Your classmate will answer.

Example: go outside Student 1: *Let's go outside.*
Student 2: *Okay.*

- 1. play football 2. go to school 3. buy eggs in the market 4. do this exercise
- 5. study English 6. eat bananas 7. stand up

Exercise 3-17: Translating French into English

- 1. Arrête d'écrire! 2. N'arrête pas de frapper! 3. Cessez de jouer! 4. Mangeons!
- 5. Allons au marché! 6. Arrêtez d'acheter les légumes! 7. Sortons de la classe!
- 8. Arrête de faire l'exercice. 9. Jouons! 10. Écoutons la radio!

Basic Sentence Order: Subject + Verb (+ Complement)

Examples

- a. Fati is doing an exercise.
b. She is writing it in her exercise book.

Examples of Subject + Verb (S + V)

Subject	+	Verb
He		is playing.
Adamou and Mariama		are working.

Examples of Subject + Verb + Complement (S + V + C)

Subject	+	Verb	+	Complement
He		is eating		sauce.
Fati		is		a student.
The food		is		good.
They		have got		pens.
The students		are listening to		Mr. Ali.

Exercise 3-18: Underlining Sentence Elements

Directions: Copy each sentence. Underline the subject once, the verb twice, and the complement three times. Do not write in the book.

Examples: a. Fati is pointing at the window.
Fati is pointing at the window.

b. She is doing an exercise.
She is doing an exercise.

1. Ousmane is writing in his exercise book. 2. Ali and Aïcha are going to school.
3. Mr. Mohamed is a teacher. 4. Amadou is buying vegetables. 5. Fati is very happy.
6. It is a quarter to seven. 7. The girl is studying.

Exercise 3-19: Putting Sentence Elements in Order

Directions: Write the words in the correct order to make an affirmative sentence. Add a capital letter and a period. Underline sentence elements as in Exercise 3-18.

Example: is / book / she / reading / a
She is reading a book.

1. eating / boys / the / mangoes / are 2. is / Fati / bananas / buying 3. doing / Abdou / the / is / exercise 4. they / football / playing / are 5. teacher / the / listening to / the / students are 6. studying / she / English / is 7. I / outside / standing / am

Exercise 3-20: Writing Sentences

Directions: Write a sentence with these words. Use a capital letter and a period in each sentence. Underline sentence elements as in Exercise 3-18.

Examples: a. he / banana
 He is eating a banana.

 b. waiting for / friend
 I am waiting for a friend.

1. Ali / eating 2. studying / science 3. I / working 4. he / book 5. the woman /
vegetables 6. writing / exercise 7. you / sentence

Fun and Games

BINGO (Song)

There is a man who has a dog
And Bingo is his name-o.
B-I-N-G-O, B-I-N-G-O, B-I-N-G-O
And Bingo is his name-o.

Tongue Twister

Sanoussi is speaking with his six sisters.

Unscrambling Nouns (Game)

Spell the words correctly with the letters.

Example: dntsite = student

hactree	onwam	hicar	lealgv
cckol	toifaolb	tssuroer	llyweo
kmerta	crokabdalb	edrlnf	fahdsraec

Chapter Four

Lesson One

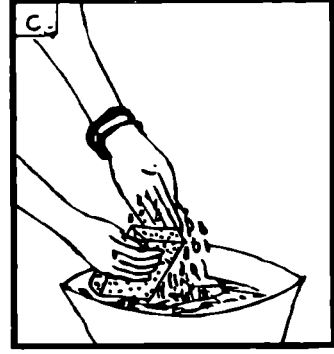
Cooking Lunch at Home



It is eleven o'clock. Fati is cooking lunch. She is preparing rice and sauce.



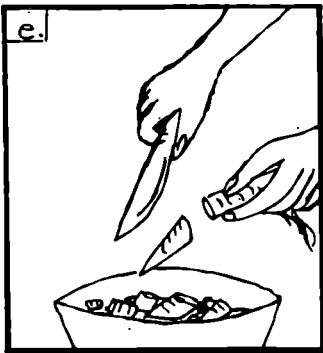
First, she is making a fire. Fati is very careful with fire.



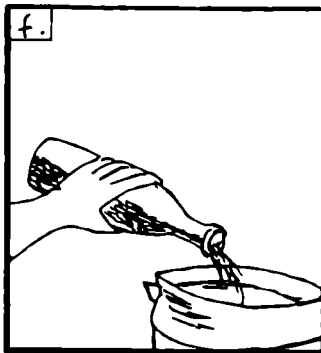
Now, she is washing her hands with soap and water.



She is washing the vegetables in water.



Fati is cutting the vegetables with a big knife.



Now, she is putting oil into the pot.



She is putting tomato paste, red pepper, salt, meat, and okra into the sauce.

Exercise 4-1: Answering Questions on the Text

Directions: Answer the following questions in complete sentences.

1. Where is Fati? 2. What is she doing? 3. Is Fati careful with fire? 4. What is she putting into the pot? 5. What is in the sauce?

Exercise 4-2: Making Questions about the Text

Directions: Write questions for these answers. Use the words in parentheses to help you.

Example: (Picture A) Fati is putting oil in the pot. (What...?)

What is Fati putting into the pot?

1. (Picture A) Fati is preparing rice and sauce. (What...?) 2. (Picture B) Yes, she is very careful. (Is...?) 3. (Picture C) She is washing her hands. (What...?) 4. (Picture D) She is washing vegetables. (What...?) 5. (Picture E) Fati is cutting the vegetables. (Who...?) 6. (Picture F) She is putting oil into the pot. (Where...?) 7. (Picture G) No, she is not putting water into the pot. (Is...?)

■ Vocabulary _____

Foods and Utensils

beans	-	haricots	a mango	-	une mangue
a bowl	-	un bol	milk	-	lait
bread	-	pain	millet	-	mil
cassava	-	manioc	an onion	-	un oignon
a chicken	-	un poulet	an orange	-	une orange
corn	-	maïs	a plate	-	une assiette
a cup	-	une tasse	a pot	-	une marmite
a fork	-	une fourchette	a spoon	-	une cuillère
(a) fruit	-	(un) fruit	a tomato	-	une tomate
a glass	-	un verre	water	-	eau
a kola nut	-	un noix de kola	a yam	-	un igname

■ Spelling _____

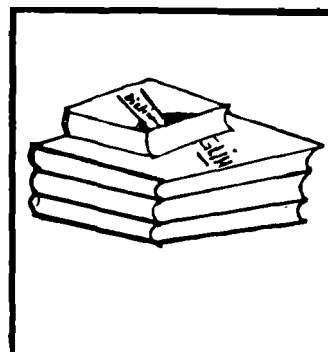
Regular Plurals with -s and -es

Examples of Plurals with -s

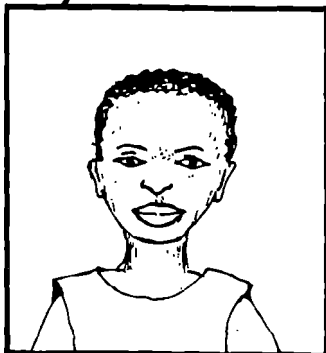
Singular
a book



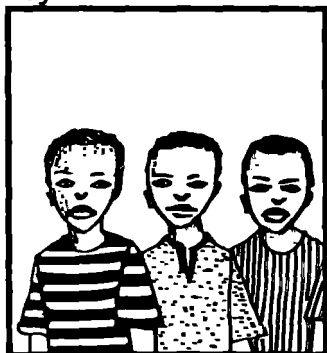
Plural
books



a boy



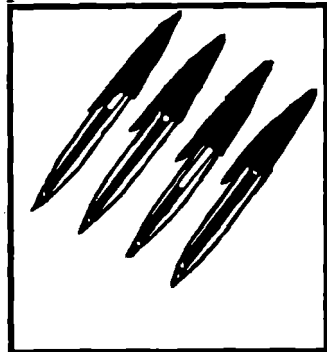
boys



a pen



pens



Exercise 4-3: Practicing Plurals With -s

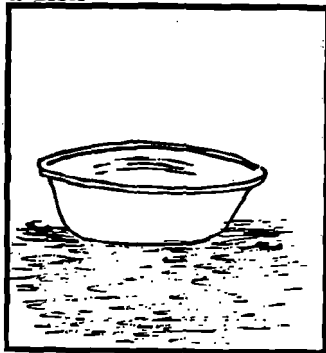
Directions: Write the plurals of the following words.

Example: a pen → pens

1. a pot 2. a vegetable 3. a clock 4. a fire 5. a question 6. a boy 7. an onion

Examples of Plurals with -es

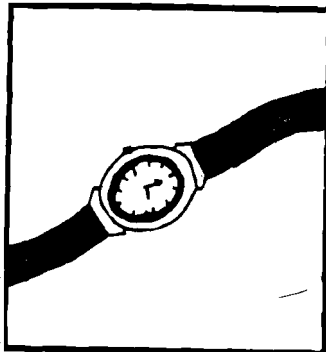
Singular
a dish



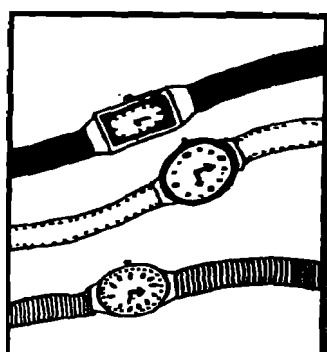
Plural
dishes



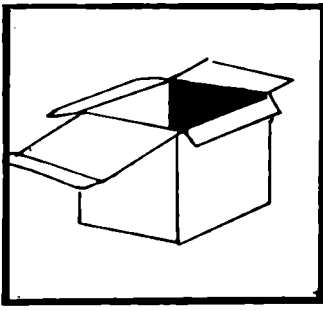
a watch



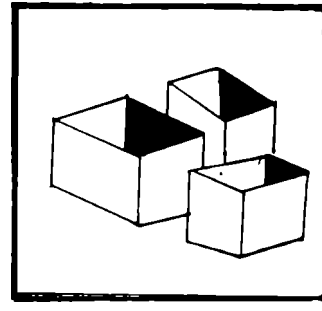
watches



a box



boxes



Explanation

The plural of nouns ending in *-sh*, *-ch*, *-x*, *-zz*, *-s*, and *-ss* is formed by adding *-es* to the singular.

Exercise 4-4: Practicing Plurals with -es

Directions: Add *-es* to the following words to make plurals.

Example: a dish → dishes

1. a class 2. a watch 3. a box 4. a glass

Fun and Games

Word Tree

Put the correct letters in the spaces. You will write a word across and a word down.
Remember, do not write in the book!

W _ _ _ _ _
R _ _
_ _
_ _
E _ _ _ _ _

Close the _____!

I have got a blue pen and a ___ pen.

___ am a good student.

Go ___ the blackboard!

An _____ is a big animal.

Chapter Four

Lesson Two

Buying a Good Lunch

It is noon. Sani and Mariatou are looking for food.



Exercise 4-5: Answering Questions on the Text

Directions: Answer the questions in complete sentences.

1. What time is it?
2. Who is looking for food?
3. Look at Picture A. Where is the woman sitting?
4. Has she got a table?
5. Has the woman got cheap food?
6. Look at Picture C. How many women are at the table?
7. Have those women got flies on their food?

Exercise 4-6: Making Questions about the Text

Directions: Write a question for each answer.

Example: Yes, she is. (Is...?) (Picture A)

Is that woman nice?

1. (Picture A) Sani and Mariatou are looking for food. (What...?)
2. (Picture A) Yes, she has. (Has...?)
3. (Picture B) She has got flies. (What...?)
4. (Picture C) Sani is going over there. (Where...?)
5. (Picture C) Sani is going over there. (What...doing?)
6. (Picture D) No, they haven't. (Have...?)
7. (Picture D) Mariatou is coming too. (Who...?)

Regular Plurals (Conclusion)

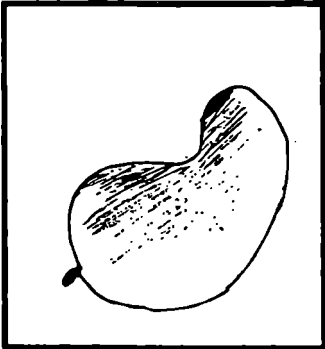
Words Ending in -o

The plural of words ending in -o is formed sometimes with -s, sometimes with -es. Memorize the examples.

Examples of plurals with -os and -oes

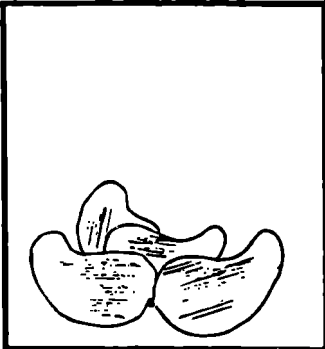
Singular

a mango

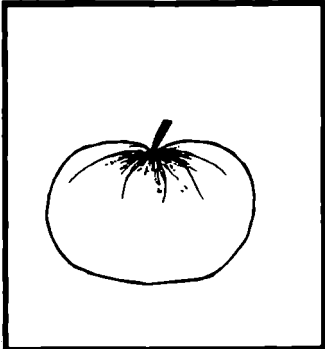


Plural

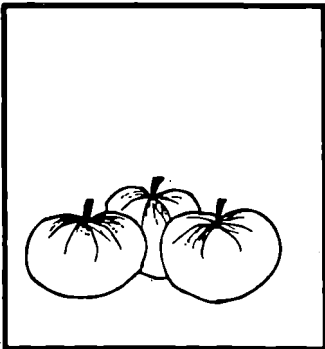
mangoes



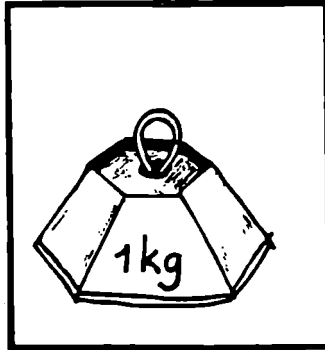
a tomato



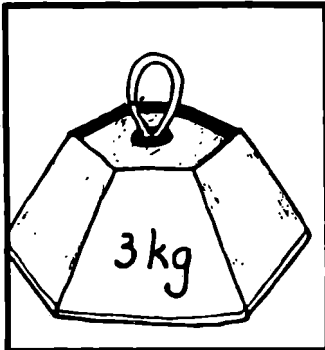
tomatoes



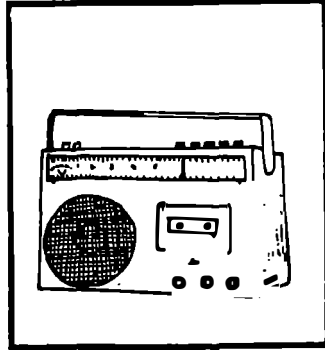
a kilo



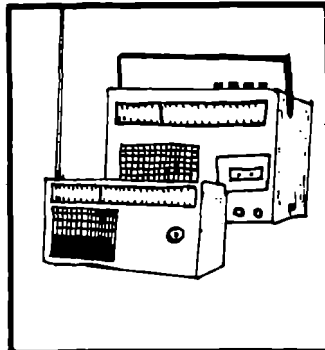
kilos



a radio



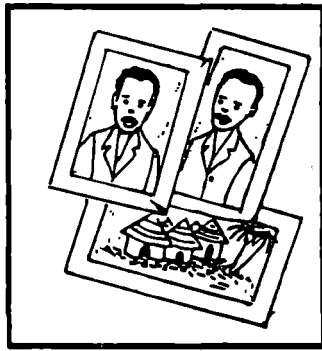
radios



a photo



photos



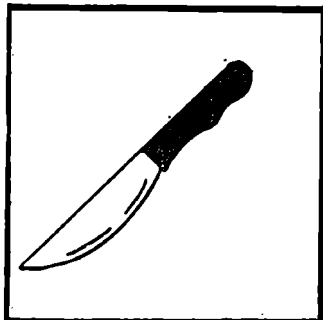
Words Ending in *-f* or *-fe*

Plurals of words ending in *-f* or *-fe* are often formed with *-ves*.

Examples of Plurals with *-ves*

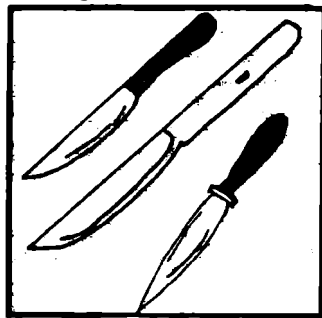
Singular

a knife



Plural

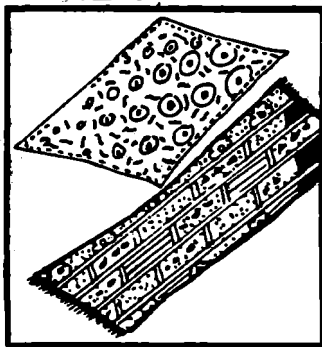
knives



a headscarf



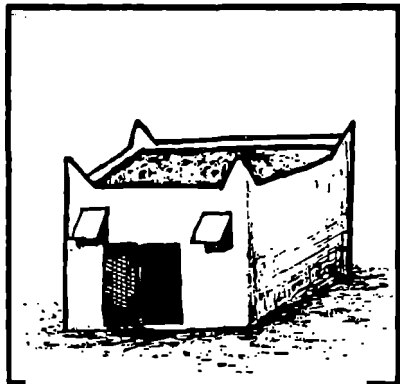
headscarves



Examples of Plurals with *-fs*

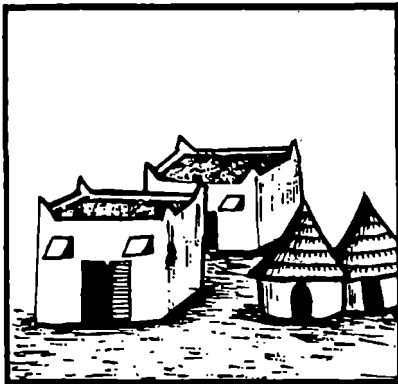
Singular

a roof



Plural

roofs



a chief



chiefs



Examples of Irregular Plurals

Singular
a woman



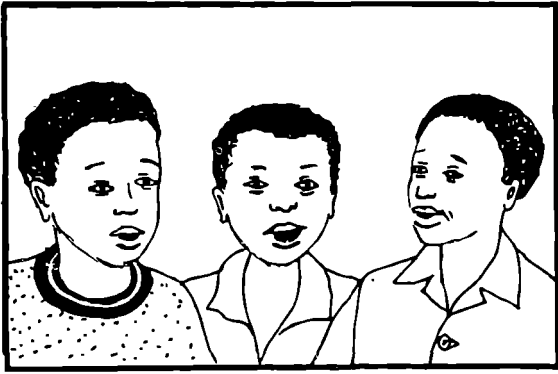
Plural
women



a child



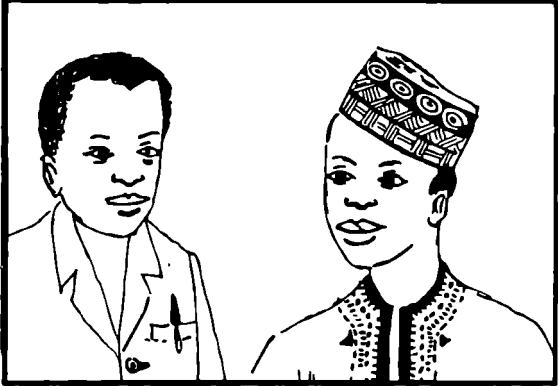
children



a man



men



Exercise 4-7: Practicing the New Plurals

Directions: Write the plural of each word.

Example: a mango → mangoes

1. a tomato 2. a woman 3. a man 4. a knife 5. a kilo 6. a child 7. a roof

Exercise 4-8: Practicing All Plurals

Directions: Write the plural of each word.

Example: a teacher → teachers

1. a desk 2. a box 3. a ruler 4. a boy 5. a chair 6. a man 7. a kilo 8. a knife 9. a watch 10. a clock 11. a yam 12. a pen 13. a woman 14. a chicken 15. a child 16. a class 17. a glass 18. a bench 19. a book 20. a house 21. a bowl 22. a headscarf

Pronunciation _____

Plurals

Exercise 4-9: Practicing Plurals Orally

Directions: Practice this dialogue with another student. (I see = *Je vois*)

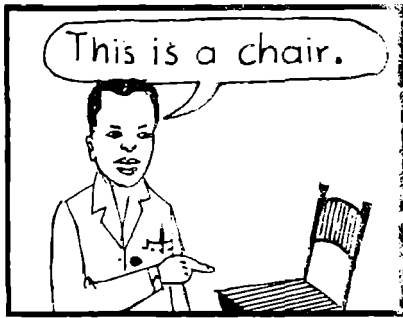
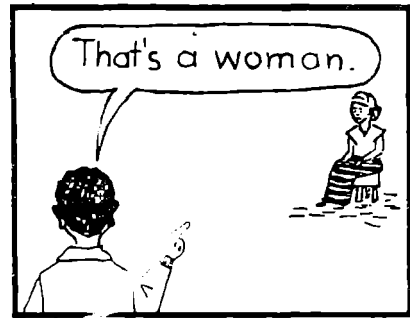
Student 1: I see one (knife, headscarf, child, man, woman, roof, box, boy, chair, dish, pen, glass, chicken, tomato, yam, photo, teacher...)

Student 2: I see two _____.

Grammar _____

Demonstrative Pronouns

Singular Examples



Plural Examples



Explanation

These is the plural of *this*. *Those* is the plural of *that*.

Contraction: that is = that's

Demonstrative Adjectives

Examples

Singular

This pen is blue.

That boy is a student.

Plural

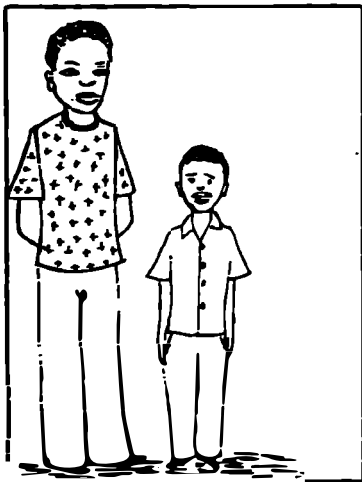
These pens are blue.

Those boys are students.

Vocabulary

Adjectives

Ali is a **big** boy.



Boubacar is a **small** boy.

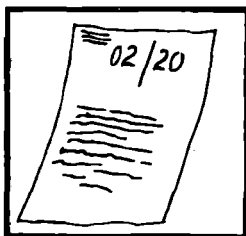


Harouna is a **short** boy.

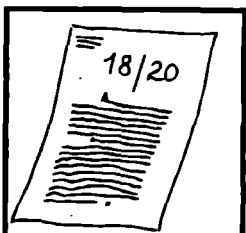
Her dress is **new**.



His trousers are **old**.



This exercise is **bad**.



This exercise is **good**.

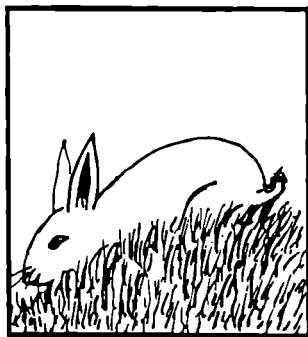
He's **sad**.



He's **happy**.



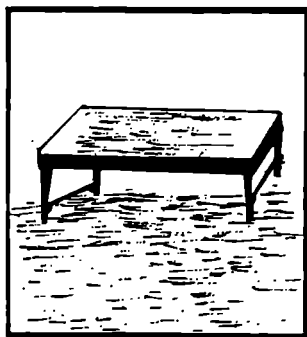
This animal is fast.



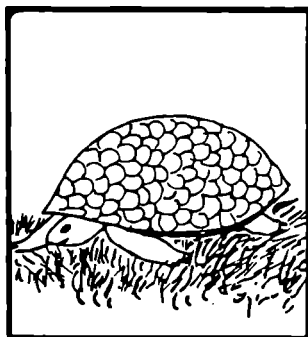
This man is old.



This table is low.



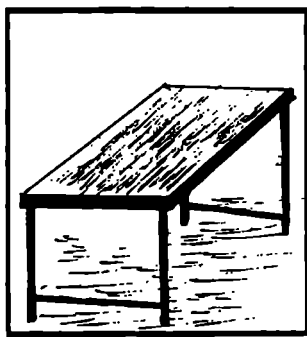
This animal is slow.



This girl is young.



This table is high.



This boy is strong.



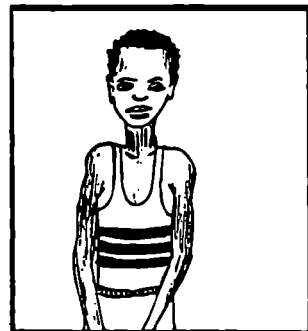
This dress is expensive.



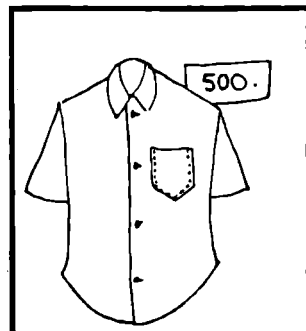
This man is cold.



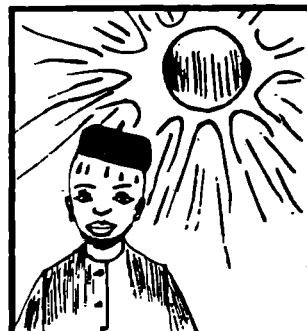
This boy is weak.



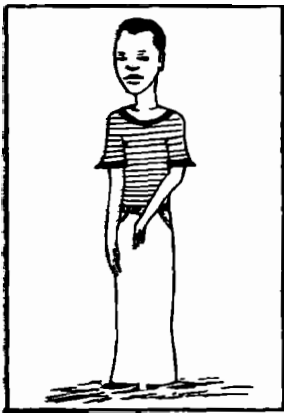
This shirt is cheap.



This man is hot.



This man is thin.



This man is fat.



Exercise 4-10: Negative Sentences with Adjectives

Directions: From the original sentence, write a true negative sentence using an adjective.

Example: The boy is **big**. → *The boy is not small.*

1. This mango is **good**. 2. These boys are **young**. 3. His pencil is **old**. 4. That blue shirt is **cheap**. 5. Fati is **short**. 6. They are **strong**. 7. That man is **tall**.

Exercise 4-11: Changing Singular to Plural

Directions: Write each sentence in the plural.

Example: This is a red dress. → *These are red dresses.*

1. This is a big school. 2. That is a banana. 3. This is a headscarf. 4. This is an expensive shirt. 5. That is a ~~tall~~ child. 6. This is a good knife. 7. That is an old watch.

Exercise 4-12: Changing Plural to Singular

Directions: Write each sentence in the singular.

Example: These are yellow rulers. → *This is a yellow ruler.*

1. Those are ~~teachers~~. 2. These are chickens. 3. Those are big onions. 4. These are new students. 5. Those are good men. 6. These are bad mangoes. 7. Those are nice women.

Exercise 4-13: Working with Demonstrative Adjectives

Directions: Change the sentences following the example.

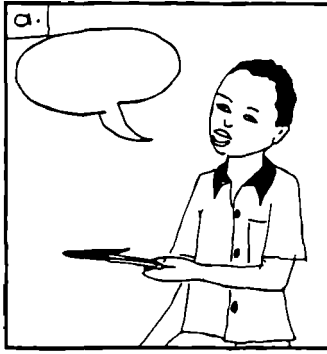
Example: This is a blue pen. → *This pen is blue.*

1. That is a big school. 2. These are new boys. 3. This is a yellow ruler. 4. Those are small boxes. 5. This is a hot pepper. 6. Those are fast animals. 7. That is cold water.

Exercise 4-14: Writing Sentences

Directions: What are the children saying? Write a sentence for each number. Use *this*, *that*, *these*, or *those*.

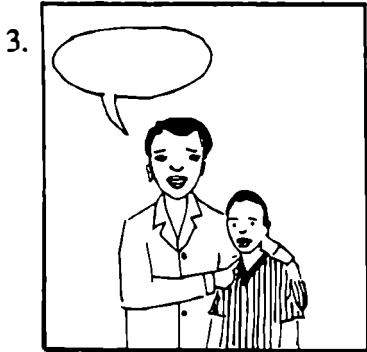
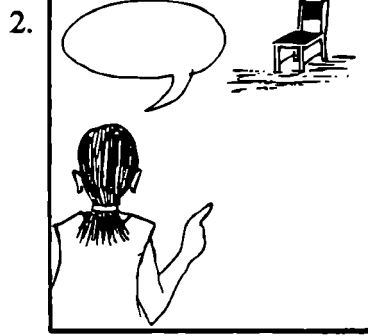
Examples:



a. *This is a pen.*



b. *Those are chickens.*



Exercise 4-15: Translating French into English

1. Quelle heure est-il? Il est six heures moins sept. 2. Qu'est-ce qu'il cherche? Il cherche son cahier. 3. Que regardez-vous? Je regarde le livre sur la table. 4. Deux hommes et trois enfants jouent dans la maison. 5. Mariama est une petite fille. 6. Où allez-vous? Je vais à l'école. 7. Ces chemises jaunes sont très chères. 8. Voilà ton crayon rouge. 9. Qui prépare le déjeuner? Fati. 10. Voici mes livres bleus.

Simple Sentences: S + V (+ C)

S = subject V = verb C = complement

S	+	V
Mariama The girls		is cooking. are playing.

Capital letter
↑
↓

↑ Periods ↓

S	+	V	+	C
Mariama		is cooking		rice.
The boys		are playing		football.
Boubacar		is		a small boy.
They		are listening		to the radio.

Exercise 4-16: Finding Subjects, Verbs, and Complements

Directions: Copy each sentence. Underline the subject once, the verb twice, and the complement (if any) three times. Do not forget capital letters and periods! Do not write in the book!

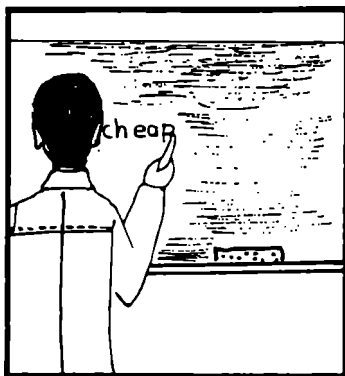
- Examples:** a. The girls are playing.
 The girls are playing.
- b. The girls are playing basketball.
 The girls are playing basketball.

1. Fati is cooking. 2. Fati is cooking rice. 3. The boys are eating. 4. They are eating rice and sauce. 5. Ali is a good student. 6. Aïcha has got a blue dress. 7. The girls are studying.

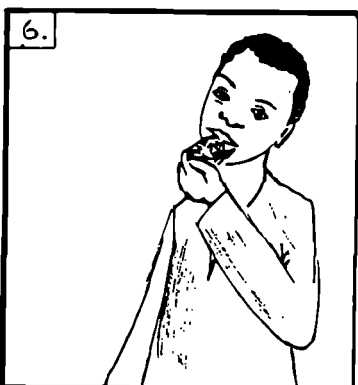
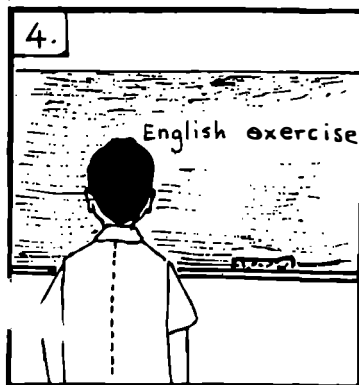
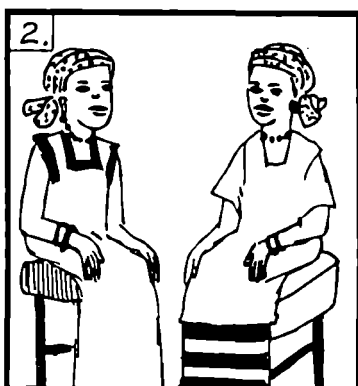
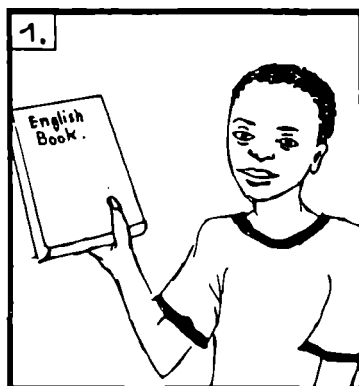
Exercise 4-17: Writing Sentences from Pictures

Directions: Write a simple sentence (subject-verb or subject-verb-complement) for each picture. Underline the subject once, the verb twice, and the complement three times. Use a capital letter and a period in each sentence.

Example:



The teacher is writing a word.



Chapter Five

Lesson One

An Argument in the Classroom

It is the end of the fourth hour. The students are tired and hungry. There is a pen on the floor. Mr. Yacouba, the history teacher, is getting it.



Teacher: Whose pen is this?
Issa: It's my pen, sir.
Halima: No, it isn't. It's Bachir's pen. Look! He's looking for it. Hey, Bachir! Isn't that your pen?



Bachir: Yes, it is.
Issa: You're lying. That's my pen.
Bachir: But my pen is blue. Your pen is red, Issa.



Teacher: Issa, you're wrong. This pen is blue. It's Bachir's.
Issa: (looking in his school bag) I'm sorry, sir. Here's my pen. It's in my exercise book.
Teacher: All right, Issa. It doesn't matter.
Halima: (laughing at Issa) Issa's wrong! Ha, ha, ha!
Issa: Shut up, Halima!



Exercise 5-1: Answering Questions on the Text

Directions: Answer these questions in complete sentences.

1. What is Bachir looking for?
2. Whose pen is the teacher getting?
3. Where is Issa's pen?
4. What color is it?
5. Is the teacher punishing Issa?
6. Who is laughing at Issa? Why?
7. Where is your pen?
8. What color is it?

Vocabulary

Days of the Week

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Ordinal Numbers

Sunday	is the	first day of the week.	(Dimanche est le premier jour de la semaine.)
Monday	is the	second day of the week.	
Tuesday	is the	third day of the week.	
Wednesday	is the	fourth day of the week.	
Thursday	is the	fifth day of the week.	
Friday	is the	sixth day of the week.	
Saturday	is the	seventh day of the week.	

Explanation

We make ordinal numbers by adding *th* to the cardinal numbers.

Examples

- a. four + *th* = fourth = 4th (*quatrième*)
- b. five + *th* = fifth* = 5th
- c. eight + *th* = eighth* = 8th
- d. twelve + *th* = twelfth* = 12th
- e. twenty + *th* = twentieth* = 20th
- f. thirty + *th* = thirtieth* = 30th, etc.

*Notice spelling changes.

Exceptions

- a. one → first = 1st (*premier*)
- b. two → second = 2nd (*deuxième*)
- c. three → third = 3rd (*troisième*)
- d. twenty-one → twenty-first = 21st
- e. thirty-two → thirty-second = 32nd
- f. forty-three → forty-third = 43rd, etc.

Exercise 3-2: Asking and Answering Questions

Directions: Ask and answer questions like the example.

NOVEMBER						
S	M	T	W	TH	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Question: What day is November _____?
Answer: It's a _____
(day).

Example: Question: What day is November first?
Answer: It's a Sunday.

Possessive Adjectives

Examples

- I have got **my** books. (*J'ai mes livres.*)
- You have got **your** books.
- He has got **his** books.
- She has got **her** books.
- The shop has got **its** books.
- We have got **our** books.
- They have got **their** books.

Explanation

English possessive adjectives (*my, your, his, her, etc.*) are singular and plural.

Examples

- I am looking at my book / my books.
(*Je regarde mon livre / mes livres.*)
- They are leading their camel / their camels.
(*Ils mènent leur chameau / leurs chameaux.*)

Exercise 5-3: Practicing Possessive Adjectives

Directions: Make questions and answers from the words below.

Question:

Is

Are

Am

{

Ramatou

Abdoulaye

You

Fati and Kati

We

{

I

working?

Answer:

Yes,

(subject)

{

am.

are.

is.

{

(subject)

{

am.

are.

is.

{

studying

(possessive adjective)

lesson.

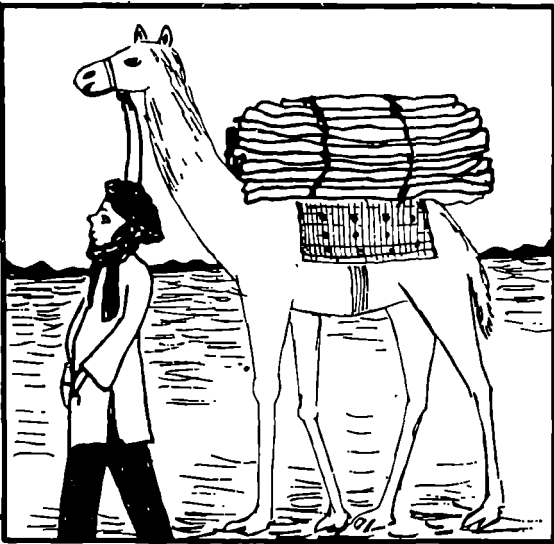
Exercise 5-4: Using Possessive Adjectives

Directions: Put a possessive adjective in the place of the (X) in accordance with the pronoun in parentheses.

Example: The teacher is looking at (X) homework. (I)
The teacher is looking at my homework.

- These are (X) books. (he)
- My sister is washing (X) dress. (she)
- The students are writing in (X) exercise books. (they)
- Kareem is late. He is going to school on (X) bicycle. (I)
- Maïmouna is reading (X) English book. (she)
- The dog is eating (X) meat. (it)
- There are (X) shoes. (you)

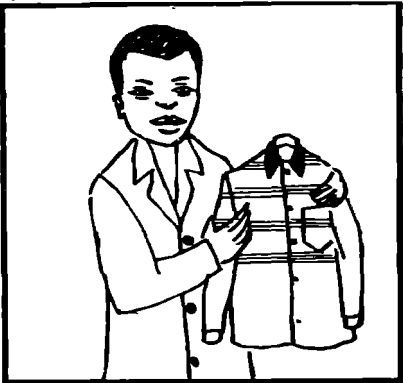
Possessives with 's and s'



Adoum is leading a camel.
It is Adoum's camel. It is Adoum's.
(C'est le chameau de Adoum.)



It is the girls' book.
It is the girls'.
(C'est le livre des filles.)



It is the boy's shirt.
It is the boy's.
(C'est la chemise du garçon.)

Exercise 5-5: Writing Sentences with the Possessive 's or s'
Directions: Write correct true sentences using the possessive 's or s'.

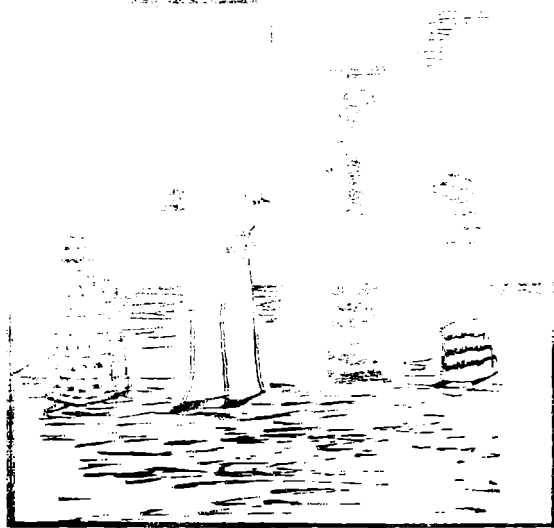
Example: My friend / house / big.
My friend's house is big.

1. The teacher / exercise book / under the box. 2. El Hadj / car / new. 3. Aïssa / headscarf / on the chair. 4. The boy / trousers / black. 5. Boubacar / father / happy.
6. The girls / pens / blue. 7. The teachers / houses / small.

Exercise 5-6: Substituting Pronouns in Sentences
Directions: Write each sentence again. Substitute the pronouns in parentheses for the pronouns which are used in the original sentence.

Example: She is looking at her teacher. (They, We)
They are looking at their teacher.
We are looking at our teacher.

1. She is cooking her dinner. (They, We) 2. What are you doing with your pen? (he, they) 3. She is reading her book. (I, We, You) 4. I am not looking for my food. (It, She) 5. Are they pointing at their door? (you, he, she)



Example:

There are four boys in the classroom.
There is a boy in the house.

Interrogative Examples

Question: **Is there** water in the bowl?
Answer: Yes, there is. / No, there isn't.
Question: **Are there** six bananas on the table?
Answer: Yes, there are. / No, there aren't.

Exercise 5-7: Using There Is and There Are

Directions: Make questions and answers from the words below.

Question:	{	Is there	{	a blackboard	}		
			water				
			{	an elephant			
			{	an umbrella			
			{	a door			
			{	a pot			
			{	girls		{ in your house?	
			{	boys		{ in the classroom?	
			{	dogs		{ in the school yard?	
			{	books			
			{	elephants			
			{	pencils			
Answer:	{						{ Yes, there is.
							{ Yes, there are.
							{ No, there isn't.
							{ No, there aren't.

Exercise 5-8: Making Sentences With There Is and There Are

Directions: Write sentences with *there is* and *there are* and the nouns given. Be careful: Is the noun singular or plural?

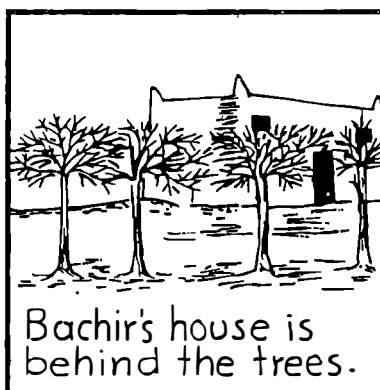
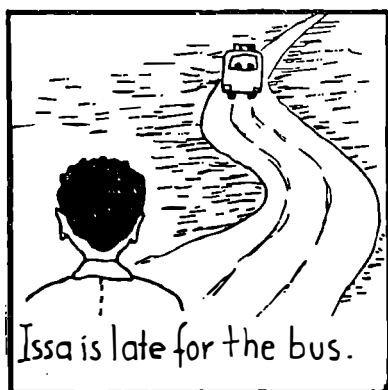
Examples: a. a tall boy at the market
There is a tall boy at the market.
b. five books in my school bag
There are five books in my school bag.

1. an orange on the teacher's desk
2. a blue pen on the floor
3. two girls under the tree
4. a big dog on the chair
5. two pens in Hadiza's hand
6. seven men in the room
7. one chair in the classroom



...in the classroom, Issa is angry with Halima.

- Issa: Why are you making fun of me? You're not a nice girl.
- Halima: Oh, forget it, Issa. I'm only joking.
- Bachir: It isn't good to laugh at your friends, Halima.
- Issa: Whose friend is she? She isn't my friend! She's crazy!



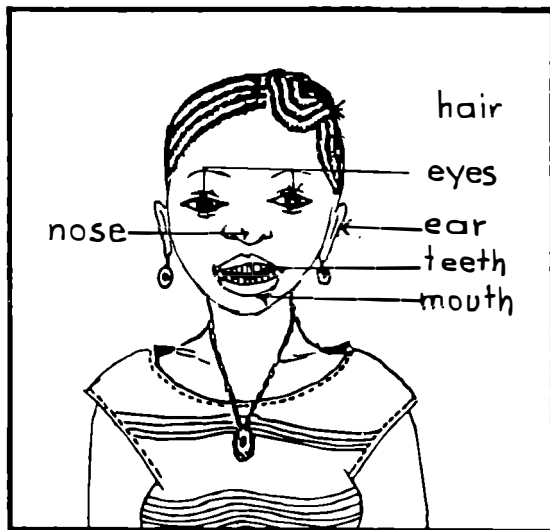
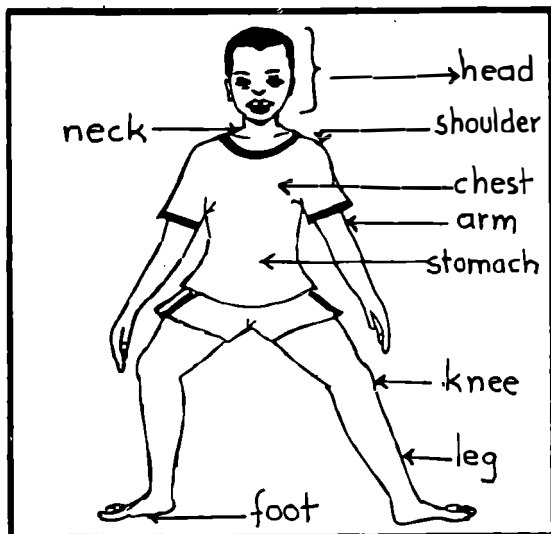
- Bachir: Gosh, it's half past twelve!
- Issa: Oh, no! I'm late for the bus.
- Bachir: That's all right. Let's go to my house and share my lunch. My house is behind these trees.
- Issa: You're a good friend. I'm sorry about our argument....
- Bachir: Don't worry, it doesn't matter. Hurry up, let's go! Today my mother is preparing rice with okra sauce.
- Issa: Mmm, that's good. Let's go!

Exercise 5-9: Answering Questions on the Text

Directions: Answer the questions in complete sentences.

1. Is Halima a good friend to Issa? Why or why not?
2. Is Issa going home by bus or by bicycle?
3. Where is Issa going for lunch?
4. Where is Bachir's house?
5. Are Issa and Bachir friends? What about Issa and Halima?
6. What are the boys eating for lunch today?
7. What are you having for lunch today?
8. Is your friend coming to your house for lunch?

The Parts of the Body



Grammar

Interrogative Whose



Question:

Whose (+ Noun) + Verb Etc.?

Whose car are you driving?
Whose is that?

Answer:

It + is + Noun + 's (+ Noun)

It is my friend's car.
It is my friend's.

Examples

- Whose car is that? (*À qui est cette voiture?*)
- It's my friend's. (*Elle est à mon ami.*)
- It's my friend's car. (*C'est la voiture de mon ami.*)

Plural Examples

- Whose books is she reading?
They're the teacher's books.

Directions: Make questions and answers from the words below.

Answer:

{	It is	{ my / your / his / her }	_____.	
		our / their		(noun)
		_____'s		
	They are	_____ 's.		

Answer: *They're Fati's.*

Answer: *It's your pen.*

Directions: Ask questions beginning with *Whose*. Your questions will not contain the italicized word.

Whose chair is the student sitting on?

1. I'm washing *my* clothes. 2. We are cleaning *our* classroom. 3. The teacher is pointing at *Bachir's* pen. 4. Aïssa is cooking *our* lunch. 5. She is looking at *Halima's* bowl. 6. He is looking for *his friend's* books. 7. *Ali's* trousers are old.

Directions: Change each sentence to the singular.

b. We are students in middle school. *I am a student in middle school.*

1. Those books are big. 2. Those are big books. 3. These boys are hungry. 4. We are good students. 5. They are nice girls. 6. Our pens are blue. 7. We've got blue pens.

1. Le stylo de Issa est dans son livre. 2. A qui sont ces livres? Ce sont les livres de Fati. 3. Est-ce que le professeur de Bachir est fâché? 4. Les garçons ont faim. 5. Allons au marché! 6. Écoutons la radio! 7. Aïcha cherche la maison de Fati. 8. Alio est dans la maison de son camarade de classe. 9. Qu'est-ce qu'ils mangent? C'est la mangue de Boubacar! 10. Qu'est-ce qu'il fait dans la classe? Il lit un livre d'anglais.

Writing Two Sentences About One Picture

Exercise 5-14: Writing Simple Sentences from Pictures

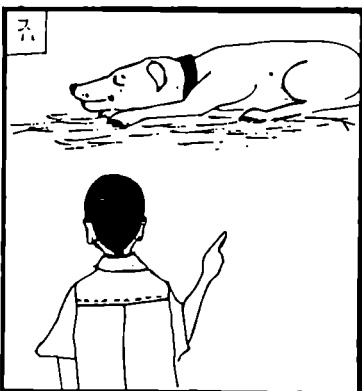
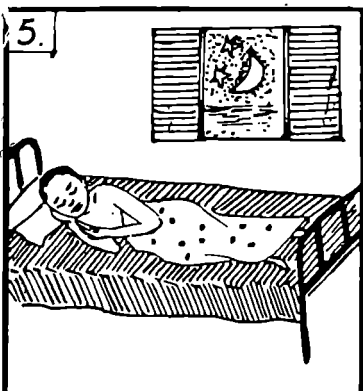
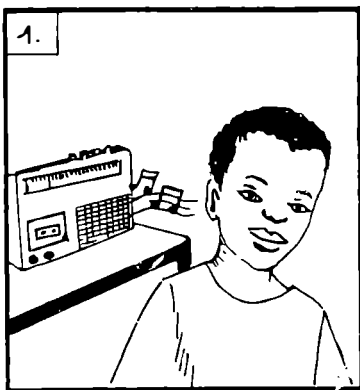
Directions: Review simple sentences on page 62. Write two simple sentences about each picture. Underline the subject once, the verb twice, and the complement three times. Use a capital letter and a period in each sentence.

Example:



Bachir and Issa are walking.

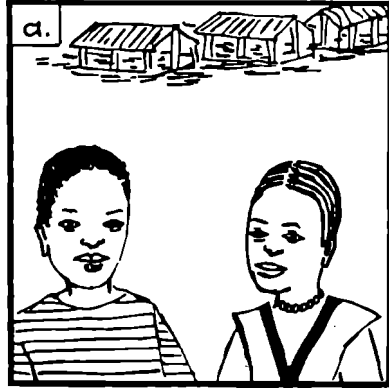
They are going to school.



Chapter Six

Lesson One

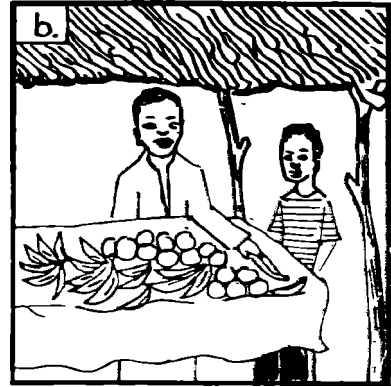
Oranges Or Bananas?



Hadiza: Hi, Issifou! Where are you going?
 Issifou: I'm going to the market. Come with me!
 Hadiza: What are you going to buy?
 Issifou: I'm going to look for oranges.
 Hadiza: They haven't got oranges in the market now! But they've got bananas.
 Issifou: Oh well, bananas are good, too. Let's go.
 Hadiza: Okay.

*Now they are in the market.
 Issifou is looking at some bananas.
 He is talking to a trader.*

Issifou: How much are these bananas?
 Trader: There are some bananas for thirty francs and some for twenty.
 Issifou: One little green banana is twenty francs? I'm not going to buy any bananas from you.



Trader: Okay, give me fifteen francs.
 Issifou: Here's a hundred francs for eight bananas.
 Trader: Okay, it's a deal.

Exercise 6-1: Answering Questions on the Text

Directions: Answer the questions in complete sentences.

1. Where is Hadiza going? Where is Issifou going?
2. What is Issifou going to look for?
3. What is he going to buy?
4. Is he going to find any oranges? Is he going to find any bananas?
5. How much are the trader's bananas?
6. How much is Issifou going to pay for eight bananas?
7. Are the bananas big or small?
8. What color are they?
9. Are there any bananas or oranges in your market?
10. What vegetables or fruits are there in your market now?

The Months

January	February	March	April	May	June
July	August	September	October	November	December

Reading Years

Examples

- | | | | | | |
|----|------|---|-------|---|----------------------|
| a. | 1989 | = | 19-89 | = | nineteen-eighty-nine |
| b. | 1992 | = | 19-92 | = | nineteen-ninety-two |
| c. | 1461 | = | 14-61 | = | fourteen-sixty-one |

Exceptions

- | | | | |
|----|------|---|-------------------------|
| a. | 1001 | = | one thousand and one |
| b. | 2012 | = | two thousand and twelve |

Exercise 6-2: Reading Years

Directions: Read the following years out loud.

Example: 1990 *nineteen-ninety*

1. 1989 2. 1991 3. 1979 4. 1879 5. 1877 6. 1857 7. 1957 8. 1947 9. 1997
10. 1998 11. 1913 12. 1942

Exercise 6-3: Reading Dates

Directions: Read the following dates out loud.

Example: February 6, 1989 *February sixth, nineteen eighty-nine*

1. January 14, 1992 2. March 13, 1976 3. April 4, 1962 4. August 28, 1987
5. September 3, 1988 6. December 15, 1991 7. October 1, 1992 8. February 22, 1989
9. May 23, 1761 10. June 6, 1989

Exercise 6-4: Using the Months of the Year

Directions: Write the correct month in place of the (X).

Example: It is very hot in (X). *It is very hot in April.*

1. Christmas is in (X). 2. Independence Day is in (X). 3. It's cold in (X). 4. There is not any school in (X).
5. Republic Day is in (X). 6. The first day of school is in (X).
There are oranges in the market in (X).

Function

Bargaining

Examples of Useful Expressions

- | | |
|----|---|
| a. | How much is / are this / these _____ ? |
| b. | That's very expensive. |
| c. | Come down a little. (<i>Diminuez un peu.</i>) |
| d. | Come up a little. (<i>Augmentez un peu.</i>) |

Exercise 6-5: Bargaining

Directions: Practice bargaining with your classmates. Use the expressions above and the dialogue to help you.

Future with *Going To*

Affirmative Example

She **is going to** buy some mangoes tomorrow.
(*Elle va acheter des mangues demain.*)

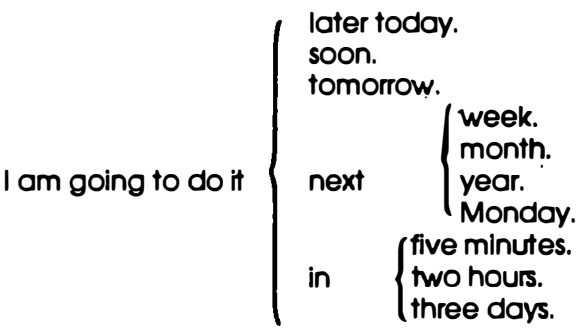
Interrogative Examples

- a. Question: **Are you going to** drive to Niamey?
Answer: Yes, I am. / No, I'm not.
- b. Question: **Who are you going to** see?
Answer: My sister.

Negative Example

They are not going to see the chief.

Future Time Expressions



Exercise 6-6: Using the Future Tense with Going To
Directions: Write a sentence using *going to* and the verb in parentheses.

Example: He (do) his homework later. (homework = *devoir*)
He is going to do his homework later.

- 1. They (be) in middle school next year.
- 2. I (play) football in a minute.
- 3. Mr. Salifou (punish) the late students this afternoon.
- 4. Our teacher (give) us a test tomorrow.
- 5. You (get) a good grade in English.
- 6. The teacher (drive) to school tomorrow.
- 7. Mariama and Fati (go) home in five minutes.

Exercise 6-7: Using Going To and Future Time Expressions
Directions: Make questions and answers from the words below.

Question: When	{	are	{ you they we	going to	{ eat? talk with Fati? buy a new pen? see the teacher? play?
		is	{ she he		
		am	{ I		
Answer:	_____	{ is are am	going to	_____	_____
	(subject)			(verb)	(time expression)

Exercise 6-8: Writing What You Are Going to Do Tomorrow

Directions: Write five things you are going to do tomorrow.

Examples: I am going to listen to the radio tomorrow.

I am going to walk to school tomorrow.

Exercise 6-9: Making Questions in the Future

Directions: Write a question for each sentence using the word in parentheses.

Example: Mariama is going to prepare yams. (What?)

What is Mariama going to prepare?

1. We are going to see our friends later. (Who?)
2. The boys are going to play basketball at three o'clock. (What?)
3. I am going to wash my hands for lunch. (What?)
4. My father is going to buy a camel in Zinder next week. (Where?)
5. Alio is going to look at the girls in the classroom. (Who?)
6. I am going to meet my friend at school. (Where?)
7. I am going to meet my friend at school. (Who?)

Exercise 6-10: Using Future Time Expressions

Directions: Write *next*, *tomorrow*, or *in* in the place of the (X).

Example: I am going to school (X) a minute.

I am going to school in a minute.

1. We are going to see our friends (X) week.
2. Let's go to the market (X).
3. They are going to drive to Bilma (X) two days.
4. I am going to buy a car (X) month.
5. He is going to do his homework (X) three hours.
6. You are going to look for your book (X).
7. The teacher is going to come to class (X) five minutes.

Some, Any, No

Affirmative Examples



- a. Fatima has got **some** mangoes.
(Fatima a des mangues.)
- b. She is holding **some** money.
(Elle tient de l'argent.)

Negative Examples

- c. Hamed has not got **any** mangoes.
- d. He has got **no** mangoes.
(Il n'a pas de mangues.)
(Example c = Example d)



Interrogative Examples



What has Halima got in the bag?

- e. Has she got **any** / **some** mangoes?
(A-t-elle des mangues?)
- f. Is she carrying **any** / **some** money?
(Porte-elle de l'argent?)

Exercise 6-11: Using Some, Any, and No

Directions: Choose the correct word in parentheses.

Example: I have got (some / any) books. *I have got some books.*

1. Has he got (some / any) pens in his pocket?
2. (Any / No) girls are playing football.
3. I'm going to buy (some / any) mangoes in the market.
4. He isn't putting (any / some / no) water in the glass.
5. The teacher is holding (some / any) pencils in her hands.
6. Have they got (any / no) books on the table?
7. He has got (any / no) money.

Exercise 6-12: Making Negative Sentences and Questions:

Directions: Write a question and a negative answer for each affirmative sentence below.

Example: She has got some friends in Dakar.

Has she got any friends in Dakar?

She has got no friends in Dakar.

Or

She has not got any friends in Dakar.

1. I have got some money in my school bag.
2. He has holding some rulers.
3. We are going to buy some kola nuts in the market.
4. They are eating some rice now.
5. They are buying some eggs.
6. She is washing some mangoes.
7. The chief is holding some knives.

Fun and Games

Scrambled Sentences

Write the sentence correctly with the words.

Example: student I . a am = *I am a student.*

desk The the on book is .

? Is teacher Where the

In Is He standing . the blackboard front of

your ? name Is What

a Are ? you boy

Chapter Six

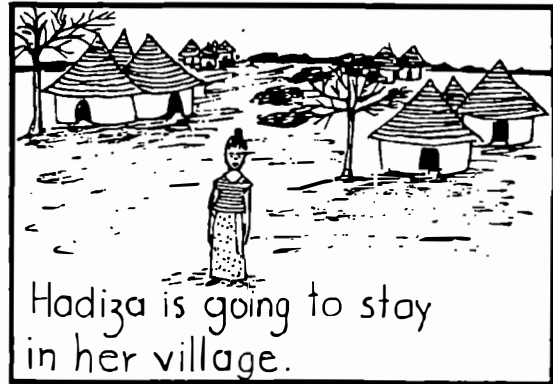
Lesson Two

Talking About Vacations



- Issifou: What are you going to buy, Hadiza?
- Hadiza: Nothing. I'm going to see my friend.
- Issifou: Look, there's a big boy over there. Is it Maïga?
- Hadiza: Yes, it is. Hey Maïga! Come and talk to us.
- Maïga: Hi everybody!
- Issifou: What are you buying?

- Maïga: I'm getting some things for my family. The next school vacation is coming soon, and I'm going to visit them. Are you going anywhere?
- Issifou: My family is going to visit my sister in Agadez. She's going to have a baby next month, and they're going to have a big celebration. What about you, Hadiza? Where are you going?



- Hadiza: Nowhere. I'm going to stay in my village. But in July I'm going to take a trip to Ouagadougou to see my relatives.



Exercise 6-13: Answering Questions on the Text
Directions: Answer the questions in complete sentences.

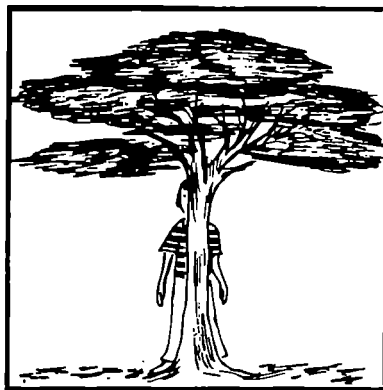
1. Is Hadiza going to buy anything? 2. What is she going to do? 3. Who is the big boy? What is he doing? 4. Where are the children going for the vacation? 5. Whose sister lives in Agadez? 6. What is Hadiza going to do in June? 7. Who is she going to see? 8. What are you going to do in the next vacation?

■ Grammar _____

Somebody, Anybody, Nobody

Affirmative Example

- a. **Somebody** is behind the tree.
(*Quelqu'un est derrière l'arbre.*)



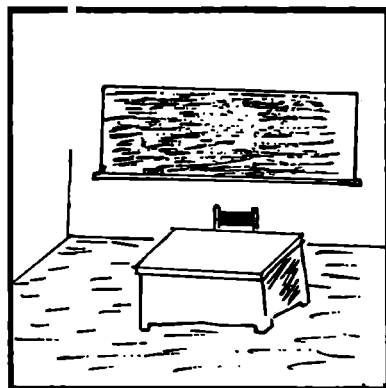
Interrogative Example



- b. Is there **anybody / somebody** in the shop?
(*Y a-t-il quelqu'un dans la boutique?*)

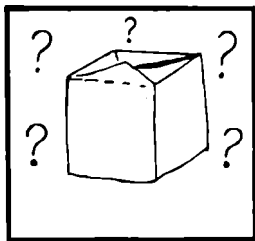
Negative Examples

- c. **Nobody** is in the classroom.
(*Il n'y a personne dans la salle de classe.*)
d. There is **nobody** in the classroom.
e. There **isn't anybody** in the classroom.
(Example d = Example e)



Something, Anything, Nothing

Examples



- f. Is there **anything** / **something** in the box?
- g. There is **something** in the box.
- h. There is **nothing** in the box?
- i. There **isn't anything** in the box.
(Example *h* = Example *i*)

Somewhere, Anywhere, Nowhere

Examples



- j. Ali is going **somewhere**. He's walking.
- k. Kadi isn't going **anywhere**. She's sitting down.
- l. She's going **nowhere**.
(Example *k* = Example *l*)
- m. Ali: Hi, Kadi. Where are you going?
Kadi: **Nowhere**. I'm sitting down.

Exercise 6-14: Using Compounds of Some / Any / No

Directions: Choose the correct word in parentheses.

Example: I have got (something / anything) in my pocket.
I have got something in my pocket.

- 1. Have you got (nothing / anything) in your pocket?
- 2. I'm going to take a trip (anywhere / somewhere) for the vacation.
- 3. Where are you going? (Nowhere / Anywhere).
- 4. There's (anybody / nobody) at the door.
- 5. Diallo is writing a letter to (somebody / anybody).
- 6. There is (nothing / anything) in the box.
- 7. Are you going (anywhere / nowhere) now?

Exercise 6-15: Making Negative Sentences

Directions: Write a sentence using *no* in place of *any*.

Example: There isn't anybody at the door. *There is nobody at the door.*

- 1. She isn't saying anything.
- 2. There isn't any money in my pocket.
- 3. I haven't got anything in my mouth.
- 4. Kalilou isn't going anywhere now.
- 5. There isn't anybody in the classroom.
- 6. They haven't got anything in their bowls.
- 7. You aren't doing anything now.

Object Pronouns

Examples

- a. Idi is looking at **the house**. = He is looking at **it**.
(Idi regarde la maison. = Il la regarde.)

Explanation

In Example a., *it* is an object pronoun.

- b. Idi is looking at **me**.
c. Idi is looking at **you**.
d. Idi is looking at **the girl**. = He is looking at **her**.
e. Idi is looking at **the boy**. = He is looking at **him**.
f. Idi is looking at **you and me**. = He is looking at **us**.
g. Idi is looking at **the boys / the girls**. = He is looking at **them**.

Exercise 6-16: Using Object Pronouns

Directions: Replace the italicized words with an object pronoun.

Example: Maïmouna is buying *a book*. Maïmouna is buying *it*.

1. The boys are playing with *the dogs*. 2. The girls are talking to *Mr. Adamou*. 3. Give your money to *the trader*. 4. Come with *Saley and me*. 5. Ali is looking at *Amina*. 6. I'm giving my pen to *my friend*. 7. The teacher is asking Digé *a question*.

Exercise 6-17: Practicing Object Pronouns

Directions: Make questions and answers from the words below.

Question: Is Fatima coming with $\left\{ \begin{array}{l} \text{me / you / Alio / Mariama ?} \\ \text{you and me / you and Alio ?} \\ \text{Alio and Mariama ?} \\ \text{the man ?} \\ \text{the food ?} \end{array} \right.$

Answer: Yes, she is. She's coming with _____ now.
(object pronoun)

Exercise 6-18: Practicing Pronouns and Possessive Adjectives

Directions: Make questions and answers from the words below.

Question: $\left\{ \begin{array}{l} \text{Is} \\ \text{Are} \\ \text{Am} \end{array} \right. \left\{ \begin{array}{l} \text{Idi} \\ \text{Amina} \\ \text{Biba} \\ \text{you} \\ \text{we} \\ \text{you and Alio} \\ \text{Alio and Fati} \\ \text{I} \end{array} \right. \text{ready?}$

Answer: Yes, _____ $\left\{ \begin{array}{l} \text{is} \\ \text{are,} \\ \text{am,} \end{array} \right.$ and _____ $\left\{ \begin{array}{l} \text{'ve} \\ \text{'s} \end{array} \right.$ got _____ things with _____.
(subject) (subject) (adjective) (object pronoun)

Example: Question: *Is Idi ready?*

Answer: *Yes, he is, and he's got his things with him.*

Chapter Seven

Lesson One

A Family Portrait



"My family lives in a small village in Niger. My father, Moustapha, is a farmer. He works in his field every day. He plants millet and peanuts. My mother, Mariama, sells peanuts in the market. There are six children in our family. Fatouma is the first child. She doesn't go to school. She is going to get married next year. Aboubacar is the next child. He's a student in the fourth year of middle school. I'm Hanatou. I'm in the first year of middle school. Aboubacar and I are students at the same school. We're good students. When Aboubacar grows up, he's going to be a farmer. I'm going to be a teacher. Zeinabou and Aïssa are our little sisters. Zeinabou goes to primary school and Aïssa is going to begin primary school in two years. The baby of the family, Souley, is two years old. He talks all the time but nobody understands him!"

Exercise 7-1: Answering Questions on the Text

Directions: Answer these questions with complete sentences.

1. Whose family lives in a small village in Niger? 2. Where does Hanatou's family live? 3. Where does Moustapha work? 4. Where does Mariama work? 5. What are the children's names? 6. Does Fatouma go to school? 7. Are Aboubacar and Hanatou good students? 8. What is Hanatou going to be when she grows up? 9. Who are Zeinabou and Aïssa? 10. Does Souley talk? 11. Does anybody understand him?

Talking About Families

a wife	- une épouse	a husband	- un mari
a sister	- une sœur	a brother	- un frère
a grandmother	- une grand-mère	a grandfather	- un grand-père
an aunt	- une tante	an uncle	- un oncle
a niece	- une nièce	a nephew	- un neveu
parents	- la mère et le père	a cousin	- un cousin, une cousine

Exercise 7-2: Answering Questions About Your Family

Directions: Answer the questions with complete, true sentences.

1. What is your father's name? 2. What is your mother's name? 3. Have you got any sisters or brothers? What are their names? 4. Who is the baby in your family? 5. Who is the first child? 6. Have you got a grandfather or a grandmother? Are they very old?

■ Grammar _____

Simple Present Tense for the Third Person Singular: He, She, and It



Present Progressive: He **is running** now.
(Il est en train de courir maintenant)

Simple Present: He **runs** every day.
(Il court tous les jours)

Affirmative Examples

Subject	+ Simple Form + -s/-es*	(+ Complement)
Mahamadou	plays	football in the evening.
Fatima	helps	her mother in the morning.
Amadou	washes	his clothes on Mondays.

* See the Spelling section on pages 87-88.

Exercise 7-3: Writing Affirmative Sentences

Directions: Copy each sentence. Put the verb in the -s form for the third person singular in the simple present tense.

Example: Hanatou (come) home at three o'clock.
Hanatou comes home at three o'clock.

1. Abdoulaye (live) in Gaya.
2. Our mother (buy) meat every day.
3. That man (work) at the Ministry of Education.
4. She (sell) kola nuts in the market on Fridays.
5. Their family (go) to Tillabery every day.
6. Ousmane (understand) French, English, and Hausa.
7. That girl (cook) rice every day for lunch.

Interrogative Examples

(Wh- Word+)	Does	+ Subject	+ Simple Form	(+Complement)
	Does	Mohamed	help	his mother?
Where	does	Fatima	study?	
What	does	your mother	cook	at night?

Question: **Does** Mohamed **help** his mother?

Answer: Yes, he **does**. / No, he **doesn't**.

Exercise 7-4: Using the Simple Present: Affirmative and Interrogative

Directions: Write the verbs in parentheses in the simple present tense. Then write the sentence as a question. (You must study the Spelling lesson on pages 87-88 before doing this exercise.)

Example: He (go) to school every day.
He goes to school every day.
Does he go to school every day?

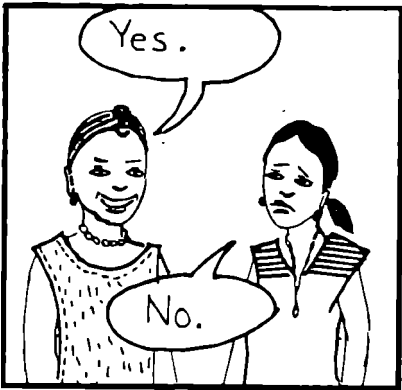
1. Fadji (do) her lessons at night.
2. The dog (eat) some meat every morning.
3. Your mother (cook) rice and sauce for lunch every day.
4. Issouf (teach) English at the university.
5. The trader (sell) T-shirts in the market every Friday.
6. That car (come) to our school every morning.
7. She (works) in the shop every day.

Negative Examples

Subject	+	Does not	+ Simple Form	(+Complement)
My brother		does not	speak	English.
She		does not	like	bananas.

Contraction: does not = doesn't

Exercise 7-5: Writing Negative Sentences in the Simple Present



Directions: Hassana and Ousseina are sisters. Hassana is a very positive girl, but Ousseina is not. Read each affirmative sentence about Hassana. Then write a negative sentence about Ousseina.

Example: Hassana helps her mother.
Ousseina does not help her mother.

1. Hassana does her home work every night.
2. Hassana prepares food when her mother is tired.
3. Hassana is nice to her friends.
4. Hassana listens to the teacher in class.
5. Hassana cleans her house every morning.
6. Hassana studies every day.
7. Hassana goes to the market for her mother.

Exercise 7-6: Making Negative Sentences with the Simple Present

Directions: Write each affirmative sentence as a negative sentence.

Example: He buys peanuts every morning.

He does not buy peanuts every morning.

1. That girl wears new clothes to school. 2. Ali writes letters every day. 3. The cat washes its feet at night. (cat = *chat*). 4. The family lives in Kano. 5. The student understands the lesson. 6. She sells mangoes every Thursday. 7. The child eats meat every day.

Exercise 7-7: Writing Correct Sentences

Directions: Write correct sentences using the words given. You will need to change the form of the verb. (Study Spelling on pages 87-88 before doing this exercise.)

Example: boy / help / mother / every day

The boy helps his mother every day.

1. She / work / market / every afternoon 2. Your brother / play / basketball / in the morning 3. Ali / begin / lesson / at seven o'clock 4. Our father / sell / millet / every year 5. Balkissa / do / work / at two o'clock 6. Halima / carry / book / school / every morning 7. Fati / wash / vegetables / every evening

Exercise 7-8: Writing Questions and Negatives Sentences

Directions: Change each sentence in Exercise 7-7 first to a yes / no question and then to a negative sentence.

Example: The boy helps his mother every day.

Does the boy help his mother every day?

The boy does not help his mother every day.

Time Expressions for the Simple Present

Boubacar goes to the market every

{	day. (Monday, Tuesday, etc.)
	week. (1 week = 7 days)
	Tuesday.
	month. (January, February, etc.)

His father works

{	in the morning. (6-12 o'clock)
	in the afternoon. (12-6 o'clock)
	in the evening. (6-12 o'clock)
	at night.

Question with When and Why

Examples

Question: When does Fatima study? (*Quand est-ce que Fatima étudie ?*)

Answer: Every evening. (*Tous les soirs*)

Question: Why does Fatima study? (*Pourquoi est-ce que Fatima étudie ?*)

Answer: She studies because she is a good student. (*Elle étudie parce qu'elle est une bonne élève.*)

Exercise 7-9: Writing Questions with When and Why

Directions: Write a question with *when* or *why* for each sentence. The answer to the question is italicized.

- Examples: a. Fati studies *because she's a good student*.
Why does Fati study?
b. Mamoudou helps his father *every Monday*.
When does Mamoudou help his father?

1. Hanatou goes to the market *because she is hungry*. 2. Ango reads a book *every week*. 3. Mr. Diallo is angry *because Ali and Mamane are not listening*. 4. Rouky speaks Zarma *because she lives in Dosso*. 5. The cat drinks milk *every morning*. 6. Ali gets good grades *because he studies*. 7. A good student goes to school *every weekday*.

Exercise 7-10: Making Questions and Answers

Directions: Make a question using the word in parentheses. Then give a complete answer.

- Example: ' The little girl plays with her friends. (Where)
Where does the little girl play?
The little girl plays with her friends outside.

1. Boubacar works every weekend. (Where) 2. The boy sees the camel. (Where)
3. The teacher writes every day. (What) 4. Ousseini plays every afternoon. (What)
5. She walks in the evening. (Where) 6. He reads every evening. (What) 7. She puts oil. (Where)

■ Spelling _____

Third Person Singular of Verbs

Verbs Ending in -sh, -ss, -ch, -z, and -x: Add -es

Examples

- a. wash → he / she / it washes
b. fix → he / she / it fixes

Verbs Ending in Consonant +y: Change y to i and Add -es

Examples

- c. study → he / she / it studies
d. carry → he / she / it carries

The Verbs Go and Do: Add -es

Examples

- e. go → he / she / it goes
f. do → he / she / it does

The Verb *Have*

Example

g. have → he / she / it has

All Other Verbs: Add -s

Examples

h. cook → he / she / it cooks

i. **play** → **he / she / it plays**

j. work → he / she / it works

Exercise 7-11: Spelling the Third Person Singular

Directions: Spell the -s form (the third person singular) of each verb.

Example: go → goes

1. wash 2. brush 3. carry 4. worry 5. do 6. have 7. sleep 8. fix 9. watch
10. buy 11. play 12. study

■ Writing

Complex Sentences with *When* and *Because*




S = Subject

V = Verb

C = Complement

Aïcha is unhappy because she has got a bad grade.

↑ ↑
no comma
↓ ↓

capital letter   

$$\begin{array}{c} \uparrow \\ \Rightarrow S + V (+C) \\ \downarrow \end{array}$$

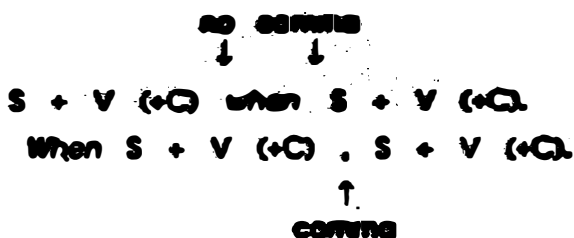
because $S + V (+C) \leftarrow \text{period}$

Because $S + V (+C)$, $S + V (+C)$.

comma
↓

Because she has got a bad grade, Hassana is unhappy.

Similarly



Examples

- a. Mahamadou is happy **when** he plays football.
- b. **When** Mahamadou plays football, he is happy.

Exercise 7-12: Writing Complex Sentences

Directions: In each item, write two true sentences, one with when or because **in the middle**, and one with when or because in the beginning. Use correct capital letters and **punctuation**. Underline the subject once, the verb twice, and the complement three times.

Example: happy / when

a. I am happy when I get a good grade.

b. When I get a good grade, I am happy.

1. unhappy / because 2. angry / when 3. tired / because 4. cold / because 5. study English / because
6. eat / when 7. hungry / because

Chapter Seven

Lesson Two

Family Life



In the Morning

"Weekdays at our house begin at six o'clock. Our little sisters feed the animals and Aboubacar waters the garden. Fatouma and I prepare breakfast. Our father goes to his field early in the morning. Our mother goes to the market. She carries her peanuts with her. We walk to school at half past seven with our friends. Fatouma, Aïssa, and Souley stay at home."

At Noon

"Fatouma has to prepare lunch because our mother and father don't come home from work before evening. We come home from school at half past twelve, and we eat. The little girls and I have to clean up. Sometimes we need to sleep."

In the Evening

"At half past six everybody comes home. After dinner, we study our lessons. Fatouma reads or writes letters. At ten o'clock we go to bed."

On the Weekend

"On Saturdays the children sleep until eight o'clock. Mother prepares breakfast. Fatouma's boyfriend comes to visit. Sometimes Aboubacar wants to see his girlfriend. He goes to visit her. We play or study. On Sundays we eat a big lunch and go to visit people in the village."

Exercise 7-13: Answering Questions on the Text
Directions: Answer these questions with complete sentences.

1. What do the children do every morning? 2. Who prepares breakfast? 3. Where do the parents go at seven o'clock? 4. Do the children go to school in a car? 5. What do Fatouma and the little children do? 6. Does Hanadou prepare lunch? Who prepares lunch? 7. Does Mariama come home for lunch? Why not? 8. Who cleans up? 9. What does the family do after dinner? 10. What time do they go to bed? 11. What do they do on Saturdays and Sundays? 12. Whose boyfriend visits on Saturday? 13. What do you do every day? What do you do on the weekend?

Grammar

The Simple Present (Conclusion)

Affirmative Examples

Subject	+	Simple Form	(+Complement)
I / you / we / they		work	every day.
I / you / we / they		study	English in the morning.

Exercise 7-14: Rewriting Sentences

Directions: Substitute the words in parentheses for the italicized word in each sentence. Make all necessary changes.

Example: *She* feeds the animals. (They)
They feed the animals.

1. *Ali* studies English in the afternoon. (We) 2. The *dog runs in the village every day.* (The dogs) 3. *Mrs. Mariama* writes on the blackboard in the morning. (The teachers) 4. *He* sells peanuts in the market. (They) 5. *Maïmouna* wears nice dresses to school. (Maïmouna and Hadjara) 6. *Idi* waters the garden in the morning. (Idi and Cheffou) 7. *The child* sleeps on the floor. (The children)

Interrogative Examples

(Wh- Word+)	Do	+	Subject	+	Simple Form	(+Complement)
	Do		I / you / they / we		like	bananas?
What	do		I / you / they / we		eat	in the morning?
Where	do		I / you / they / we		sit?	

Question: Do they like bananas?
Answer: Yes, they do. / No, they don't.

Negative Examples

Subject	+ Do Not	+ Simple Form	(+Complement)
I / you / we / they	do not	live	in America.
I / you / we / they	do not	speak	Chinese.

Contraction: do not = don't

Exercise 7-15: Using the Simple Present

Directions: Write the verb in parentheses in the simple present tense. Then write the sentence as a question and as a negative sentence.

Example: You (get) good grades at school.

You get good grades at school.

Do you get good grades at school?

You do not get good grades at school.

1. I (look for) mangoes in the market. 2. They (share) their science book. 3. We (carry) our books every day. 4. Koté and I (buy) kola nuts every afternoon. 5. The teachers (draw) pictures on the blackboard every morning.

Exercise 7-16: Making Wh- Questions

Directions: Write a question for each sentence using the word in parentheses. Then answer the question with a short answer.

Example: You sell bananas *in the market*. (Where)

Where do you sell bananas?

In the market.

1. I visit my girlfriend *because I like her.* (Why) 2. The girls go to Bamako *every year.* (When) 3. We prepare a big dinner *every Sunday.* (When) 4. Zula is visiting *Manirou's aunt.* (Whose) 5. I sleep *because I am tired.* (Why) 6. He sells shoes *in the shop.* (Where) 7. They eat food *because they are hungry.* (Why)

Exercise 7-17: Making Questions and Answers in the Simple Present

Directions: Make questions and answers with the words below.



Question: What time	{	do	{	you Hanatou and Abou we	}	{	come to school? go home? eat lunch? go to bed? study? do homework?
		does	{	Hanatou Abou			}

Answer:

(subject)

(verb)

at

(time)

Exercise 7-18: Using the Simple Present with All Persons
Directions: Write the verb in parentheses in the present tense. Pay attention to the subject! Then change the sentence to a negative sentence.

Example: Mr. Garba (talk) to the teacher in the morning.
Mr. Garba talks to the teacher in the morning.
Mr. Garba does not talk to the teacher in the morning.

1. Fati and I (live) in a small village in Mali. 2. Kader (understand) Hausa and English.
3. The men (sell) bicycles in the market. 4. I (study) my lessons every evening. 5. She (teach) science at our school. 6. The old man (carry) water to the houses every morning. 7. We (speak) French in French class.

Verb + To + Simple Form

Subject	+ Verb	+ To	+ Simple Form	(+Complement)
He / She	wants	to	eat	some bread.
I / You / We / They	need	to	buy	some cloth.
My friend	has	to	finish	her homework.
He / She	does not need	to	go	to the market.

a. My friend wants **to** buy some mangoes. (*Mon ami veut acheter des mangues.*)
b. We need **to** finish the lesson today. (*Nous avons besoin de terminer la leçon aujourd'hui.*)

Have / Has To

Affirmative Examples

- c. He **has to** work. = He needs to work.
d. They **have to** work. = They need to work.

Interrogative Examples

- e. Question: **Does he have to** work?
Answer: Yes, he does. / No, he doesn't.

Negative Examples

- f. He / She **does not have to** eat. = He / She does not need to eat.
g. I / you / we / they **do not have to** eat.

Explanation

We use the auxiliaries *do* and *does* with *have to*.

Exercise 7-19: Using Verb + To + Verb

Directions: Use the words given to make sentences. First make an affirmative sentence. Second, make a negative one.

Example: He / want / buy / mangoes

He wants to buy mangoes.

He does not want to buy mangoes.

1. We / have / do / homework / every evening 2. They / need / sleep / in the afternoon
3. She / want / go / Maradi / next year 4. You / need / eat / good food 5. Students / have / clean / blackboard.
6. I / want / buy / new shirt. 7. Haoua / need / study / lesson.

Exercise 7-20: Using Present Time Expressions

Directions: Replace the (X) with a present time expression: *every day, every night, every morning, every week, every (day), every year*. Write a true sentence!

Example : I go to school (X).

I go to school every Monday.

1. I do my homework (X). 2. We work at home (X). 3. Traders sell things in the market (X).
4. Muslims go to the mosque (X). 5. The teacher gives us a test (X).
6. We water the garden (X). 7. Mother cooks breakfast (X).

Exercise 7-21: Making When and Why Questions

Directions: Read the sentence and write a question with the word in parentheses. Then write a short answer to it.

Examples: a. Rabi is tired because it is very late. (Why)

Why is Rabi tired?

Because it is very late.

b. The boys play football every afternoon. (When)

When do the boys play football?

Every afternoon.

1. The students have a break at ten o'clock in the morning. (When) 2. We study English because it is important. (Why) 3. The dog eats meat because it is hungry. (Why)
4. The old woman sells beans every afternoon. (When) 5. Moustapha listens to the radio because he likes music. (Why) 6. Mariama helps her mother every night. (When)
7. Abdou's uncle speaks French because he lives in Paris. (Why)

Exercise 7-22: Translating French Into English

1. Il veut acheter un cahier d'exercices. 2. Tu n'as pas besoin de commencer la leçon aujourd'hui. 3. Quand est-ce qu'il doit aller à l'école? A sept heures moins le quart.
4. Est-ce qu'elle aime jouer avec son frère? Non. 5. Combien de tomates a-t-elle dans son jardin? 6. Où travaille-t-il tous les jours? Il travaille dans le jardin. 7. Personne n'est dans la salle de classe. 8. Est-ce qu'il y a des oignons dans le bol? Oui. 9. A qui est ce ballon? 10. Il ne veut pas manger des mangues.



About Your Family

Exercise 7-21: Writing and Talking About Your Family

Directions: Look at the texts for Lessons One and Two. Now prepare a presentation about your family. First, draw a picture of your family. Second, answer the questions about your family in your exercise book. Third, present your family to your classmates. Write some sentences with *when* and *because*.

I. About Your Family

1. Where does your family live? 2. What are your parents' names? 3. What do they do? 4. How many children are there in your family? 5. Say something about every child.

II. Activities

1. What do you do every day at your house? Give the morning, noon, and evening activities of each person. 2. What do you do on Saturdays? 3. What do you do on Sundays?

Fun and Games

Are You Sleeping (Song)

Are you sleeping?
Are you sleeping?
Rablou, Rablou,
School bells are ringing.
School bells are ringing.
Ding Ding Dong
Ding Ding Dong

Follow the Pattern (Game)

Add the words needed to complete the pattern

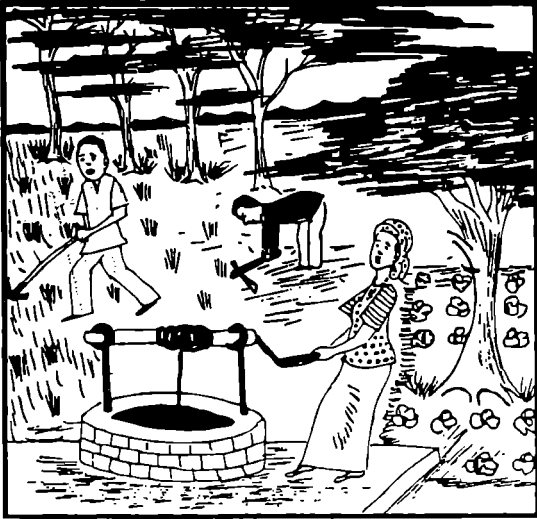
Example: one, two, three, _____, _____.
one, two, three, *four, five.*

February, April, June, _____, _____, _____.
year, month, week, _____, _____, _____.

Chapter Eight

Lesson One

In the Garden



Every December, Uncle Mahamadou works in his garden. It is December now. Uncle Mahamadou's family is working in the garden. Fati is getting water from the well. She is going to put it on the trees and vegetables. Fati is Mahamadou's niece.



Alio is Mahamadou's nephew and he is holding a hoe. He is going to weed. He likes to work in the garden. Uncle Mahamadou is planting lettuce, carrots, cabbage, potatoes, and beans.

Alio is talking to Fati:

Alio: Fati, how much water are you going to put on the trees?

Fati: Two buckets for each tree. They need a lot of water.

Alio: How many trees are there in the garden?

Fati: A lot.

Uncle: Hey, stop making all that noise! Why aren't you working?

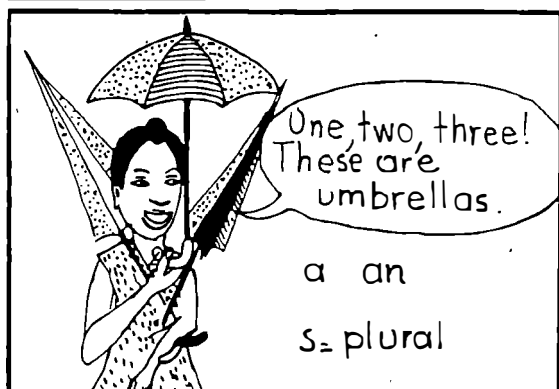
Exercise 8-1: Answering Questions on the Text

Directions: Answer each question with a complete sentence.

1. Whose garden are the children working in?
2. What is the family doing?
3. When does Uncle Mahamadou work in the garden?
4. Whose niece is Fati?
5. What is Fati doing?
6. Where is she getting the water from?
7. Whose nephew is Alio?
8. What is Alio going to do?
9. What does Alio like to do?
10. What is Uncle Mahamadou planting?
11. How much water is Fati going to put on each tree?
12. Does your father have a garden?
13. What does he plant in it?

Count and Non-Count Nouns

Count Nouns



It is possible to count pens and umbrellas. Pen and umbrella are count nouns. We use *a* and *an* only before singular count nouns.

Non-Count Nouns

It is not possible to count water. *Water* is a non-count noun.



Exercise 8-2: Practicing Indefinite Articles

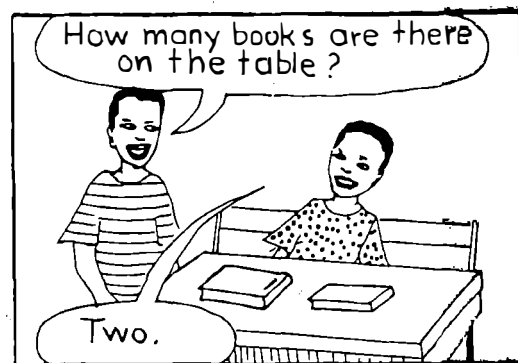
Directions: Copy these sentences. Replace the (X) with *a*, *an*, or *nothing*.

- Examples:**
- a. (X) boy is standing in front of the desk.
A boy is standing in front of the desk.
 - b. Ali is eating (X) bread.
Ali is eating bread.

1. (X) girl is standing outside.
2. Karami plays (X) football every Sunday.
3. Fati is cooking (X) meat.
4. There is (X) piece of chalk under the desk.
5. Sani is putting (X) milk in the cup.
6. This is (X) ruler.
7. He is (X) tall man.
8. I need (X) soap to wash my clothes.
9. (X) exercise book is on the table.
10. This is (X) English book.
11. We have (X) English every day.
12. We learn (X) vocabulary in English class.
13. Ali grows (X) millet on his farm.

How Much? How Many?

Count Nouns



Non-Count Nouns



EXAMPLES OF QUANTITIES FOR NON-COUNT NOUNS

a kilo	} of {	rice
a pound		flour
a sack		millet
a bowl		macaroni
a box		corn

a glass	} of {	Coca-Cola
a cup		water
a bowl		oil
liter		
quart		
bucket		

a piece of	} of {	meat
		paper
		chalk

- a. Question: **How much** rice do they eat?
Answer: Two kilos every week.
- b. Question: **How many** chairs are there in the classroom?
Answer: One chair.

Exercise 8-3: Using How Many and How Much

Directions: Replace the (X) with *how many* or *how much*. Do not forget to use capital letters and question marks.

Example: (X) pencils are there on the table?
How many pencils are there on the table?

1. (X) students are standing in front of the classroom? 2. (X) milk do you drink a day?
3. (X) cassava is your sister buying? 4. (X) windows do we have in the classroom?
5. (X) pieces of chalk are there on the table? 6. (X) chalk is there on the table? 7. (X) liters of water do they use?

Exercise 8-4: Asking and Answering Questions with How Much and How Many

Directions: In each item, make a question with *how much* or *how many*. Then give the short answer.

Example: Ali is writing ten sentences.
How many sentences is Ali writing?
Ten.

1. I drink two cups of tea every day. 2. Fati is cooking two kilos of rice. 3. There are twenty-two tables in the classroom. 4. I know a lot of French vocabulary. 5. Ali has got 900 francs. 6. Nassamou has got ten children. 7. Oumarou waters fifteen trees every evening.

Exercise 8-5: Writing Questions and Answers

Directions: Write questions using the words below. Then answer the questions.

- Examples:*
- a. How many pens have you got?
I have got two pens.
 - b. How much rice do you want?
I want one sack of rice.

How	{ many much }	{ rice books water chalk girls pens meat boys tables millet }	{ have you got? is there in the classroom? are there in the classroom? do you want?

Present Progressive Vs. Simple Present

Examples

- | | |
|----------------------|--|
| Simple Present: | You study French every day . |
| Present Progressive: | You are not studying French now .
You are studying English. |
| Simple Present: | The teacher drinks coffee every day . |
| Present Progressive: | The teacher is not drinking coffee now .
The teacher is working at school now . |

Explanation

We use the present progressive tense to express an action which is happening now. We use the simple present tense to express a habitual action.

Exercise 8-6: Contrasting the Two Present Tenses

Directions: With a classmate, practice mini-conversations using the words given. Use the present progressive tense for *now*. Use the simple present tense for *every day, every week, every month, etc.*

Example: eat millet

- Student 1: *Are you eating millet now?*
Student 2: *No, I'm not.*
Student 1: *Do you eat millet?*
Student 2: *Yes, I do. I eat millet every day. Or No, I don't.*

1. drink water 2. help your mother 3. go to the market 4. play football 5. study science
6. speak French 7. wash your hands 8. cook 9. listen to the radio 10. water the garden

Exercise 8-7: Reviewing the Present Tenses

Directions: In each item, make one sentence with *now* and one with *every day*.

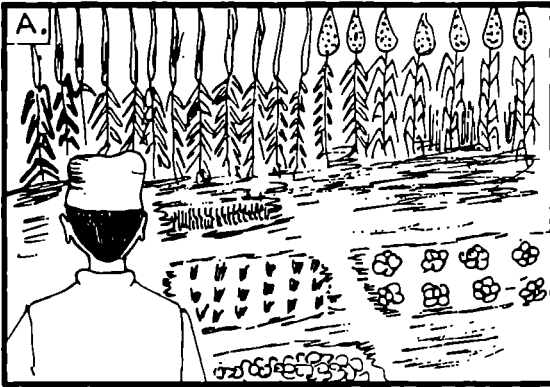
- Examples:*
- a. she / cook / lunch
She is cooking lunch now.
She cooks lunch every day.
 - b. they / not / eat / mangoes
They are not eating mangoes now.
They do not eat mangoes every day.

1. he / work / in the garden 2. they / play / football 3. she / not / play / basketball
4. Ali / wash / fruit 5. we / study / vocabulary 6. she / not / write / a letter 7. I / not / speak / Hausa

Chapter Eight

Lesson Two

Work on the Farm



It is August. Uncle Mahamadou is working on his farm. He grows millet, corn, sorghum, and a little rice near a pool. Mahamadou has got a lot of friends. Every year he invites them to work on his farm.

Now, Mahamadou's friends are going to his farm. They are carrying hoes on their shoulders. When they arrive, Mahamadou welcomes them.

Mahamadou: Good morning. Welcome to my farm. There are a lot of weeds in the fields.

Abdoulaye: I see that. But you've got a lot of helpers with you today. It's going to be fast work.

Bako: There are a few women over there. What are they doing here?

Mahamadou: They're going to cook some food for lunch and bring you water when you need it.

Bako: Are they going to put much meat in the sauce?

Mahamadou: Well, I haven't got much money and there aren't many chickens in my compound...

Abdoulaye: All right, it doesn't matter. Let's get to work now. We haven't got much time.



Exercise 8-8: Making Questions about the Text

Directions: Make questions for the following answers.

1. August
2. On his farm.
3. Millet, corn, sorghum, and rice.
4. Near a pool.
5. A little.
6. A lot.
7. Every year.
8. Hoes.

Exercise 8-9: Answering Questions on the Text

Directions: Answer the following questions with complete sentences.

1. What is Uncle Mahamadou doing? 2. Who does he invite to work on his farm?
3. Whose farm are the men working on? 4. What are the women on the farm going to do?
5. Are the women going to put much meat in the sauce? Why not? 6. Does your father ask his friends to work on his farm?

■ Grammar _____

Expressions of Quantity

Examples with Non-Count Nouns

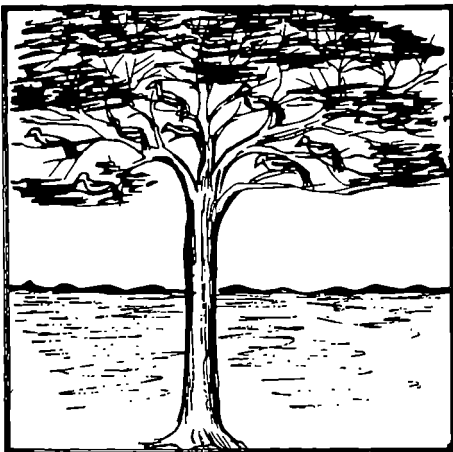


She has got **a lot of** money.



She has got **a little** money.

Examples with Count Nouns



There are **a lot of** birds in the tree.



There are **a few** birds in the tree.

Explanation

In negative sentences and questions it is also possible to use *much* or *many*. We do not usually use *much* or *many* in affirmative sentences.

Examples

a.	Has she got	a lot of much	oil?
b.	She has not got	a lot of much	oil.
c.	Has he got	a lot of many	friends?
d.	He has not got	a lot of many	friends.

Exercise 8-10: Using There Is, There Are, and A Lot Of

Directions: Make correct sentences with the words below.

Examples: *There is a lot of money in the bank.*
There are a lot of pages in a book.

There is There are	}	a lot of	money in the bank.
			books in my bag.
			students in the classroom.
			boys outside.
			milk in the glass.
			people going to the market.
			pages in a book.

Exercise 8-11: Using A Lot Of with Count Nouns and Non-Count Nouns

Directions: Change the word in parentheses to the plural, if necessary. Be careful! Some plurals are irregular.

Example: *There are a lot of (weed) in Sani's garden.*
There are a lot of weeds in Sani's garden.

1. The teacher is standing in front of a lot of (student). 2. Mahamadou grows a lot of (vegetable) in his garden. 3. Koulibaly has got a lot of (wife) and a lot of (child).
4. There are a lot of (bicycle) in Ouagadougou. 5. People eat a lot of (rice) in Senegal.
6. We have got a lot of (picture) in our English book. 7. There are a lot of (camel) in the desert.

Exercise 8-12: Using A Few or A Little

Directions: Replace the (X) with a few or a little.

Example: *The teacher needs (X) paper.*
The teacher needs a little paper

1. Ali is putting (X) oil into the pot. 2. Koné grows (X) vegetables in his compound.
3. I want to buy peanuts. I need (X) money. 4. The teacher is going to leave the class in (X) minutes. 5. Aïcha eats (X) peanuts at break. (break = *récréation*) 6. There are only (X) students in the classroom at break. 7. He uses (X) soap to wash his shirts.

Exercise 8-13: Asking and Answering Questions with Much and Many
Directions: Make correct questions with *much* or *many*. Choose another student to answer your question.

Example: Student 1: *Have you got much time to do your homework?*
Student 2: *Yes, I have. Or No, I haven't.*

Have you got	} many } much	time to do your homework?
Is your friend going to buy		things in the market?
Do you drink		milk at home?
Has your brother got		hair on his head?
Are there		students in the classroom?
Is there		millet on your farm?

Exercise 8-14: Using Expressions of Quantity
Directions: Replace the (X) with *many*, *much*, *a lot of*, *a few*, or *a little*.

Example: There is not (X) water in the glass.
There is not much water in the glass.

1. Aïssa does not put (X) meat in the sauce. 2. Are you going to grow (X) vegetables in your garden? 3. Fati is not going to buy (X) millet today. 4. There are not (X) boys working in the garden. 5. Ali has not got (X) books in his bag. 6. Do you need (X) milk in your coffee? 7. Ali has got ten francs in his pocket. Ali has got (X) money in his pocket.

■ **Function** _____

Counting to One Thousand

100	one hundred	105	one hundred and five
200	two hundred	214	two hundred and fourteen
300	three hundred	326	three hundred and twenty-six
400	four hundred	437	four hundred and thirty-seven
500	five hundred	558	five hundred and fifty-eight
600	six hundred	679	six hundred and seventy-nine
700	seven hundred	743	seven hundred and forty-three
800	eight hundred	861	eight hundred and sixty-one
900	nine hundred	999	nine hundred and ninety-nine
1000	one thousand		

Exercise 8-15: Using Numbers to One Thousand
Directions: Answer the following questions with numbers. Give true answers.

Example: How many pages are there in an exercise book?
There are two hundred pages in an exercise book.

1. How many students are there in the school? 2. How many boys are there in year? 3. How many girls are there in the first year? 4. How much is a kilo of .
5. How much are a pair of sandals? 6. How much is a chicken in the market? 7. Ho
many pages are there in your French textbook?

Exercise 8-16: Translating French into English

1. Il y a beaucoup d'élèves dans la cour ce matin. 2. Il y a peu d'élèves à l'école à midi et demi. 3. J'ai un peu de lait dans mon café. 4. Combien coûte une chemise au marché? 5. Je n'ai pas beaucoup de livres dans mon cartable. 6. Combien de filles y a-t-il dans votre classe? 7. Combien vas-tu me donner à la récréation? 8. Est-ce que vous mangez à l'école à midi? Oui, tous les jours. 9. Où étudiez-vous le soir? 10. Étudiez-vous maintenant? Non.

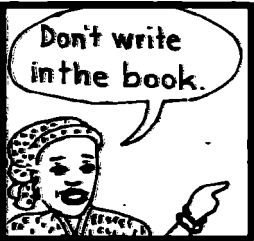
Writing

A Dialogue

Exercise 8-17: Completing a Dialogue

Directions: Complete this dialogue by using correct sentences. Do not write in the book!

Ali and Sani are farmers. They are talking.



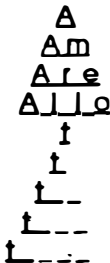
- Ali: _____?
Sani: I've got two farms.
Ali: What do you grow on your farms?
Sani: _____
Ali: _____?
Sani: I've got five children.
Ali: _____?
Sani: Three boys are helping me with my work.
Ali: Are there many weeds on your farms?
Sani: _____
Ali: What are you weeding your farms with?
Sani: _____

Fun and Games

Letter Pyramid (Game)

Following the clues, build a word pyramid. All the words begin with the same letter.
Do not write in the book!

Example:



- I ____ a student.
You ____ the teacher.
His name is ____.
It's nice ____ meet you.
English for ____ Sahel
Moussa is not fat. He is ____.
What's the date ____?

Chapter Nine

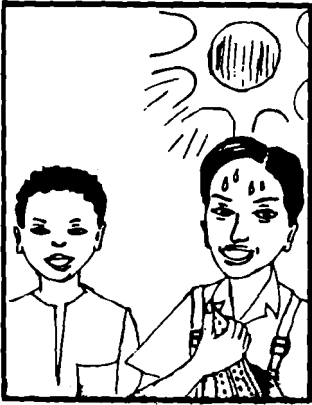
Lesson One

A Visitor from Canada



Early in the morning, Rabiou goes to the airport to welcome his friend, John. John is a Canadian. He is arriving by plane from Canada.

- Rabiou: Welcome to Niger, John!
 John: Hello, Rabiou! Gosh, it's hot today.
 Rabiou: Oh yes, it's always hot here in March.
 John: Does it rain in March?
 Rabiou: Oh no, it never rains in March. The rainy season usually starts in June.
 John: Is it sometimes cool in your country? Or is it always hot like today?
 Rabiou: Well, it gets cool in November. But usually it's hot.
 John: Look at my shirt! It's soaking wet!



When they arrive at Rabiou's house, the family welcomes John. Rabiou's brothers and sisters dance and sing because they are happy to have a visitor from Canada. Then Rabiou introduces John to his parents. His mother is pounding millet near the kitchen.



- Mother: Rabiou, take your friend to your bedroom. And get ready for lunch!

Exercise 9-1: Answering Questions on the Text

Directions: Answer the questions in complete sentences.

- When does Rabiou go to the airport?
- What is he going to do there?
- Where does John come from?
- Whose shirt is soaking wet?
- Why do Rabiou's brothers and sisters dance and sing?
- Where is Rabiou going to take John?
- What is the weather like in your village in March?
- When does the rainy season begin in your country? When does it end?

Adverbs of Frequency

Examples

- a. The sun **always** rises in the East.
(Le soleil se lève toujours à l'est.)
- b. The rainy season **usually** ends in October.
(D'habitude l'hivernage prend fin en octobre.)
- c. It is **often** hot in Ouagadougou.
(Il fait chaud souvent à Ouagadougou.)
- d. Good Muslims **never** eat pork.
(Les bons musulmans ne mangent jamais de porc.)

Explanation

In affirmative sentences, adverbs of frequency come after the verb *be*.

She is **never** angry.
They are **usually** late.

Adverbs of frequency precede all other verbs.

He **never** eats pork.
They **always** play football.

In negative sentences, the adverbs of frequency *usually*, *often*, and *always* follow the word *not*.. (We do not use the adverbs of frequency *never* and *sometimes* in sentences with *not*.)

It isn't **often** cold in Ouagadougou.
He doesn't **usually** sleep in class.

Exercise 9-2: Writing Affirmative Sentences with Frequency Adverbs

Directions: Add frequency adverbs to the following sentences in order to make them true.

Example: I speak English at home. (sometimes)
I sometimes speak English at home.

1. He comes to school late. (usually) 2. The girls clean the house. (always) 3. I get up before 6:00. (often) 4. The headmaster punishes the bad students. (always) (headmaster = *directeur*) 5. Fati and Amadou are tired. (often) 6. We go to school on Sunday. (never) 7. She cooks yams. (often)

Exercise 9-3: Making Questions and Answers with Frequency Adverbs

Directions: Write correct questions using the frequency adverb in parentheses. Then give true answers using a frequency adverb of your choice.

Example: Who opens the classrooms in the morning? (usually)
Who usually opens the classrooms in the morning?
The headmaster usually opens the classrooms in the morning.

1. What do you do on Saturdays? (usually) 2. Does the teacher come to school by car? (always) 3. Is your classmate late? (often) 4. Does it rain in February here? (sometimes) 5. Do you help your parents at home? (usually) 6. What do you eat for breakfast? (sometimes) 7. What grade do you get in English? (usually)

Exercise 9-4: Writing Negative Sentences with Frequency Adverbs**Directions:** Write correct negative sentences with frequency adverbs.**Example:** Dogs play basketball. (never)*Dogs never play basketball.*

1. A bad student does not listen to his teacher. (usually)
2. Young girls do not go to the cinema. (usually)
3. Nigeriens do not carry umbrellas. (often)
4. Muslims eat pork. (never)
5. Old women play football. (never)
6. There are no vegetables in the market. (sometimes)
7. A good gardener has got weeds in his garden. (never)

Exercise 9-5: Using Frequency Adverbs**Directions:** Make correct sentences using frequency adverbs of your choice. Your sentences can be affirmative or negative. They must be true.**Examples:** a. My friend is on time for class.*My friend is always on time for class.*

b. Children drive cars.

Children never drive cars.

1. It snows in the Sahel. (to snow = *neiger*)
2. The headmaster goes home late.
3. My father wears a hat.
4. Millet grows in the desert.
5. I come to school on Sundays.
6. Lions are dangerous.
7. We plant trees on August 3.

Exercise 9-6: Making Sentences with Frequency Adverbs**Directions:** Make up true sentences with the words given.**Example:** I / never*I never drive a car.*

1. My father / usually
2. Teachers / often
3. My mother / always
4. Good students / usually
5. Bad students / often
6. The headmaster / often
7. My sister / never

Exercise 9-7: Reviewing the Tenses**Directions:** In each item, write three sentences or questions: one with *now*, one with *often*, and one with *next week*.**Example:** he / not / work*He is not working now.**He does not often work.**He is not going to work next week.*

1. she / not / eat / yams
2. she / eat / carrots
3. Question: where / they / eat?
4. they / study / history
5. they / not / study / history

Fun and Games

Scrambled Words (Word Game)

Spell the words correctly from the letters.

Example: melac = camel

kecn

mar

adel

lmuten

garneos

motuh

Chapter Nine

Lesson Two

New Farmers



During his vacation, Rabiou often visits his Uncle Nomao. Nomao lives in a small village. Rabiou's uncle is a friendly man. He works hard on his farm. This time, Rabiou decides to take his friend John with him. The boys walk to the village. On the way, they look at the beautiful countryside. When they arrive, Nomao is working on his farm near the village.

Rabiou: Hello, Uncle Nomao! This is my friend, John.

Nomao: Oh good! With two young boys here, we're going to finish the work quickly. This is my lucky day!

John: But I don't know how to do farm work!

Nomao: Don't worry, it's easy. Come here and take this hoe. It's always interesting to learn new things.



Nomao, Rabiou, and John work until two o'clock. Rabiou and John get very tired, so Nomao tells them to go home. When they get to Nomao's house, John goes straight to bed and sleeps until Nomao arrives.

Nomao: Don't you want to learn to be a farmer, John?

Rabiou: He's going to learn farming at home with me. Tomorrow we're going back to my village.

John: That's a good idea. Your uncle's lessons are difficult!

Exercise 9-8: Answering Questions on the Text

Directions: Answer the questions with complete sentences.

1. When does Rabiou visit his uncle?
2. What is the countryside like?
3. Does Uncle Nomao work hard on his farm?
4. What does John do when he gets to Uncle Nomao's house?
5. Why are John and Rabiou going back to Rabiou's village?
6. Whose lessons are difficult?
7. Do you often help your parents with their work?
8. What interesting things do you want to learn?
9. Are there many farmers in your country?
10. What do they usually plant on their farms?



Grammar

Questions of Frequency

Question: How often do you drink coffee?

Answers: I $\left\{ \begin{array}{l} \text{always} \\ \text{usually} \\ \text{often} \\ \text{sometimes} \end{array} \right\}$ drink coffee in the morning. or I drink it $\left\{ \begin{array}{l} \text{once} \\ \text{twice} \\ \text{three times} \\ \text{four times} \\ \text{etc.} \end{array} \right\}$ a $\left\{ \begin{array}{l} \text{day.} \\ \text{week.} \\ \text{month.} \\ \text{year.} \end{array} \right\}$

or

I never drink it.

I drink coffee three times a week. (*Je bois du café trois fois par semaine.*)

Exercise 9-9: Answering Frequency Questions

Directions: Give true answers to each question of frequency.

Example: How often does the English teacher come into this classroom?

The English teacher comes into this classroom five times a week.

1. How often do you go to the cinema?
2. How often do you play football?
3. How often does your class weed the school garden?
4. How often are you late for English class?
5. How often do your parents punish you?
6. How often are you absent from school?
7. How often do you eat meat?

Exercise 9-10: Practicing Wh- Questions

Directions: Use the words in parentheses to write questions about each sentence. Then give a short answer to the question.

Example: He writes on the blackboard. (What)

Question: *What does he write on the blackboard?*

Answer: *The date.*

1. She always writes her name. (Where)
2. She is writing the date. (Where)
3. I eat rice. (How often)
4. She has got chalk. (How much)
5. They are going to eat bananas. (How many)
6. I do my homework. (When)
7. She does her homework. (Where)

Exercise 9-11: Translating French into English

1. Il est souvent en voyage.
2. D'habitude, la saison sèche commence en octobre.
3. Parfois, mon frère m'aide à faire mes devoirs de maths.
4. Hassana est toujours à l'heure.
5. Un bon musulman ne boit jamais d'alcool.
6. Un bon élève fait toujours ses devoirs.
7. Il y a 800 élèves dans notre établissement.
8. Sani a peu d'argent dans sa poche.
9. Est-ce que tu vas souvent au marché à pied?
10. Elle n'a souvent pas de temps pour jouer.

Punctuation of Compound Sentences with the Conjunctions *And* and *But*

Subject + Verb (+ Complement), +				And But + Subject + Verb + Complement			
All	likes	football.		but	Fati	prefers	volleyball.
They	work,			and	we	help	them.
They work, and we help them. (<i>Ils travaillent et nous les aidons.</i>)							
↑ comma				↑ no comma in French			

Exercise 9-12: Combining Sentences with *And* and *But*

Directions: Combine the two sentences with *and* or *but*. Do not forget correct punctuation.

Examples: a. Arbi is tired. He comes to school.

Arbi is tired, but he comes to school.

b. The test is easy. The students are going to get good grades.

The test is easy, and the students are going to get good grades.

1. Zinder is a big town. There are not many taxis.
2. The teacher is coming. The students are quiet.
3. That girl is hungry. It is not time for the break.
4. They want to go to the stadium on time. The bus is late. (stadium = *stade*)
5. Students often work in the garden. Weeds do not grow in it.
6. Chaibou's bicycle is new. It does not go fast.
7. I want to read a book. I am tired.

Exercise 9-13: Writing Sentences with Frequency Adverbs and *And* or *But*

Directions: Choose a verb and write a sentence using the frequency adverb *and* or *but*. Be sure to use correct punctuation.

Examples: a. Zalika / sometimes / , but

Zalika sometimes helps her mother, but she does not work at school.

b. Ali / never / , and

Ali never does his homework, and he never comes on time.

1. Girls / often / , and
2. Muslims / usually / , but
3. My cousin / sometimes / , and
4. Camels / never / , but
5. Sahelian people / always / , but
6. Our football players / often / , and
7. The teacher / usually / , but

Fun and Games

Finding words (Game)

How many words can you make from the letters in grandfather?

Examples: and, he

How many from friendship?

Examples: in, find, fire

Chapter Ten

Lesson One

Going to the Hospital (Part One)



Rakia and Aïchatou live in a very small village. There are no cars. Rakia is very sick. Her friend Aïchatou is going to take her to the hospital in a big town. It is twenty-five kilometers away.

Aïchatou finds a man with a donkey cart. He will take them to the main road in the donkey cart. They will go slowly because the road is very bumpy.



When they are near a big river, the girls see some fishermen catching fish. Some people are crossing the river in canoes. Two women are washing their clothes. A boy is swimming in the river.

Exercise 10-1: Making Questions About the Text

Directions: Ask questions for these answers.

1. In a small village.
2. No, there are not.
3. In a big town.
4. A donkey cart.
5. Catching fish.
6. It's bumpy.
7. Their clothes.
8. Because Rakia is very sick.
9. Twenty-five kilometers away.

Exercise 10-2: Answering Questions on the Text

Directions: Answer these questions with complete sentences.

1. Who will take the girls to the main road?
2. Will they go in a car?
3. Do you ride donkeys?
4. Who usually rides donkeys?
5. How many donkeys are there in your village or town?
6. What do fishermen do with fish?
7. How often do you eat fish?
8. Do you sometimes cross a river?
9. What are the names of some cities or towns on rivers?
10. Why are rivers important?

■ Vocabulary _____

Talking About Transportation

a bus station - *une gare routière*

a motorcycle - *une moto, motocyclette*

a train - *un train*

a truck - *un camion*

■ Grammar _____

The Future with *Will*

Affirmative Examples

Subject	+	Will	+	Simple Form	(+Complement)
I / You / He / They		will		go	to the market soon.
We / They		will		buy	some tomatoes tomorrow.

a. I **will visit** a friend soon. (*Je rendrai visite à un ami bientôt.*)

b. My friend **will ride** a donkey to the road. (*Mon ami ira jusqu'à la route à dos d'âne.*)

Contractions

I will	=	I'll	you will	=	you'll	they will	=	they'll
he will	=	he'll	we will	=	we'll			

Negative Examples

c. She **will not ride** a donkey to the road.

d. I **will not visit** my friend soon.

Contraction

will not = **won't**

Exercise 10-3: Writing Affirmative and Negative Sentences with *Will*

Directions: In each item below, write one affirmative and one negative sentence. Use *will* in each sentence.

Example: I / play / next week

I will play next week.

I will not play next week.

1. she / plant / sorghum / next year 2. they / play / football / next week 3. they / study / next year 4. he / cook / sauce / tomorrow 5. it / be / cold / tonight 6. she / listen to / radio / tomorrow night 7. I / wait for / my friend / this afternoon

Examples of Yes / No Questions:

a. **Question:** Will they buy some tomatoes tomorrow?

Answer: Yes, they will. / No, they won't.

b. **Question:** Will Soumana visit Ali next week?

Answer: Yes, he will. / No, he won't.

Exercise 10-4: Asking and Answering Questions with Will
Directions: Make questions and answers with the words below.

Question: When will

you

he

she

your friend

your teacher

go to the hospital?

eat dinner?

visit a friend?

have a test?

do the homework?

get a letter?

help a friend?

finish this class?

go home?

Answer: _____ will _____

(subject)

(verb)

in

two

three

four

five

etc.

soon.

tomorrow.

the day after tomorrow.

next

week.

month.

year.

term.

Monday.

minutes

hours.

days.

weeks.

months.

years.

Exercise 10-5: Writing and Answering Wh- Questions with Will
Directions: In each item below, write a Wh- question and then give a short answer.

Example: They will be in Kano. (When)
When will they be in Kano?
Next month.

1. It will rain. (When)
2. You will look for your trousers. (Where)
3. Boubacar will see the doctor. (When)
4. He will cross the river. (When)
5. We will go. (Where)
6. They will ride in a donkey cart. (What)
7. You will go to Maradi. (When)

Exercise 10-6: Reviewing Negative Sentences
Directions: Change each sentence to the negative form.

Examples: a. He is sick. He is not sick.
b. They eat mangoes. They do not eat mangoes:

1. They work hard.
2. They are working hard.
3. They will work hard.
4. He works hard.
5. She is going to work hard.
6. He has got some friends in Dakar.
7. He is visiting his friends.

Function

Multiplication

2 x 4 = 8 Two times four is eight.

Exercise 10-7: Practicing Oral Multiplication
Directions: Say the following multiplication problems out loud.

- 5 x 2 = 10
- 6 x 3 = 18
- 8 x 4 = 32
- 10 x 2 = 20
- 3 x 3 = 9
- 7 x 4 = 28
- 8 x 3 = 24
- 9 x 2 = 18

Division

$8 \div 2 = 4$ Eight divided by two is four.

Exercise 10-8: Practicing Oral Division

Directions: Say the following division problems out loud.

$6 \div 3 = 2$ $9 \div 3 = 3$ $12 \div 6 = 2$ $14 \div 7 = 2$
 $20 \div 2 = 10$ $30 \div 2 = 15$ $30 \div 10 = 3$ $4 \div 2 = 2$

Multiplication Table

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
2	2	4	6	8	10	12	14	16	18	20	22	24	26	28	30
3	3	6	9	12	15	18	21	24	27	30	33	36	39	42	45
4	4	8	12	16	20	24	28	32	36	40	44	48	52	56	60
5	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75
6	6	12	18	24	30	36	42	48	54	60	66	72	78	84	90
7	7	14	21	28	35	42	49	56	63	70	77	84	91	98	105
8	8	16	24	32	40	48	56	64	72	80	88	96	104	112	120
9	9	18	27	36	45	54	63	72	81	90	99	108	117	126	135
10	10	20	30	40	50	60	70	80	90	100	110	120	130	140	150
11	11	22	33	44	55	66	77	88	99	110	121	132	143	154	165
12	12	24	36	48	60	72	84	96	108	120	132	144	156	168	180
13	13	26	39	52	65	78	91	104	117	130	143	156	169	182	195
14	14	28	42	56	70	84	98	112	126	140	154	168	182	196	210
15	15	30	45	60	75	90	105	120	135	150	165	180	195	210	225
16	16	32	48	64	80	96	112	128	144	160	176	192	208	224	240
17	17	34	51	68	85	102	119	136	153	170	187	204	221	238	255
18	18	36	54	72	90	108	126	144	162	180	198	216	234	252	270
19	19	38	57	76	95	114	133	152	171	190	209	228	247	266	285
20	20	40	60	80	100	120	140	160	180	200	220	240	260	280	300
21	21	42	63	84	105	126	147	168	189	210	231	252	273	294	315
22	22	44	66	88	110	132	154	176	198	220	242	264	286	308	330
23	23	46	69	92	115	138	161	184	207	230	253	276	299	322	345
24	24	48	72	96	120	144	168	192	216	240	264	288	312	336	360
25	25	50	75	100	125	150	175	200	225	250	275	300	325	350	375

Fun and Games

Scrambled Words

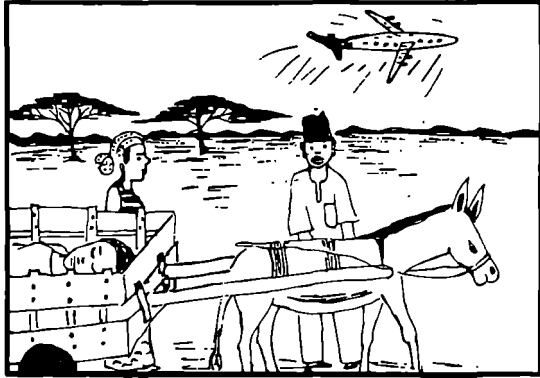
How many words can you make from the letters in vegetable?

Examples: get, at, eat

Chapter Ten

Lesson Two

Going to the Hospital (Part Two)



Aïchatou hears a noise. She looks up. There is an airplane in the sky. The plane will land in the capital soon.



Aïchatou and Rakia keep going and arrive at the main road. They pay the man and get out of the donkey cart. They see a bush taxi on the road. They will go to the big town in the bush taxi. The bush taxi is full of people and baskets of vegetables. There are sacks of rice and millet. There are many chickens in the bush taxi.



Finally, the bush taxi arrives at the taxi park. The girls get out, and Aïchatou stops a taxi. The driver will take them straight to the hospital, where Rakia will see the doctor.

Exercise 10-9: Answering Questions on the Text

Directions: Answer these questions with complete sentences.

1. What does Aïchatou hear?
2. What does she see in the sky?
3. Where will the airplane land soon?
4. What do they see on the road?
5. What is in the bush taxi?
6. Who will Rakia see at the hospital?
7. How many airplanes do you see every week?
8. What do trucks and bush taxis bring to your village or town?
9. What do airplanes bring to Niamey?

Exercise 10-10: Considering Different Kinds of Transportation

Directions: Decide who uses each kind of transportation and where that person goes.

- Examples:* a. by bicycle *A worker goes to his work by bicycle.*
b. on foot *I come to school on foot.*

1. by bicycle (a different answer) 2. on foot (a different answer) 3. by train 4. by bus
5. by airplane 6. by canoe 7. by camel 8. by donkey 9. by taxi 10. by bush taxi
11. by truck 12. by donkey cart

■ Grammar

Keep + Verb + -ing

The Imperative

Keep	+	Verb + -ing	(+Complement)
Keep		cleaning	the compound!
Keep		looking	at the blackboard!

Examples

- a. Keep working! (*Continuez à travailler.*)
b. Keep dancing outside! (*Continuez à danser dehors.*)

Simple Sentences

Subject	+	Keep	+	Verb + -ing	(+Complement)
Alio		keeps		eating	in the classroom.
Issa		will keep		working	at home.

Example

Alio and Fati keep talking in the classroom.
(*Alio et Fati continuent à bavarder dans la classe.*)

Exercise 10-11: Making Sentences with Keep

Directions: Rewrite these sentences using the imperative or simple sentences with *keep*.

- Examples:* a. Go!
Keep going!
b. The bird sings.
The bird keeps singing.
c. It is snowing.
It keeps snowing.

1. She talks. 2. Walk! 3. They make noise. 4. Ali eats in class. 5. It is raining.
6. Write! 7. The baby cries. 8. Play! 9. They will work on the farm tomorrow.
10. Dance. 11. They are swimming. 12. He is washing his clothes.

Exercise 10-12: Reviewing Four Tenses

Directions: In each item write four sentences or questions, one for *now*, one for *usually*, and two for *next Tuesday*.

Example: she / play / cards (cards = *cartes*)

She is playing cards now.

She usually plays cards.

She is going to play cards next Tuesday.

She will play cards next Tuesday.

1. she / cook / dinner 2. where / he / work? 3. what / she / do? 4. what / you / eat?

Exercise 10-13: Translating French into English

1. Madame (Mrs.) Boubacar voyage souvent par avion. 2. Combien de poules y a-t-il dans le camion? 3. Est-ce qu'il traverse souvent le fleuve? 4. Où est-ce que l'homme traversera le fleuve? 5. Quand arrivera-t-il? 6. Est-ce qu'il y a beaucoup d'eau dans le fleuve? 7. Quand est-ce que le camion arrivera à Niamey? Demain soir. 8. Continue à lire. 9. Les poules de cette femme sont dans le taxi de brousse. 10. Le professeur utilise trois morceaux de craie par jour.

■ Writing _____

Complex Sentences with If

S = Subject
S + V + C + If + S + V + C

V = Verb

C = Complement

Boubacar will be okay if he sees the doctor.

↑ ↑

(no comma)

If + S + V + C, S + V + C

If Boubacar sees the doctor, he will be okay.

↑

(comma)

Exercise 10-14: Writing Sentences with If

Directions: In each item, use the phrase given to write two sentences, one with *if* in the beginning, and the second with *if* in the middle. Pay careful attention to punctuation and capital letters.

Example: if I see
If I see Alio, I will talk to him.
I will talk to Alio if I see him.

1. if I have 2. if I am sick 3. if my friend 4. if I go to 5. if I eat 6. if my friend gives 7. if I study

Fun and Games

Follow the Pattern (Word Game)

Add the words needed to complete the pattern.

Example: one, two, three, ____, ____.
one, two, three, *four*, *five*.

three, six, ____, ____.
ninth, seventh, fifth, ____, ____.
sister, brother, mother, ____.

Chapter Eleven

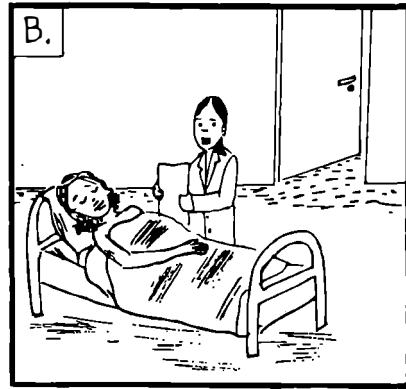
Lesson One

At the Hospital

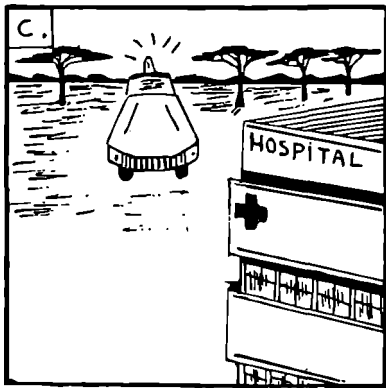


Aïchatou and Rakia are now at the hospital. They ask the nurse to see the doctor. There are many patients waiting for the doctor. Some have fevers, cramps, headaches, colds, and flu. One baby has got diarrhea. One woman has a broken leg. She cannot walk.

The nurse gives them a room and a bed. Rakia must lie on the bed because she cannot sit up. She says she is cold. Aïchatou helps her to cover up with a sheet. Rakia wants to drink some water. The nurse goes out to get the doctor. She looks all around the hospital, but she cannot find him.



Rakia and Aïchatou hear the ambulance coming. The doctor is in the ambulance. He is a tall man with a white shirt and a cap on his head. He is bringing a sick person to the hospital.



Exercise 11-1: Making Questions about the Text

Directions: Write a question for each answer. Look at the pictures for help.

1. (Picture A) At the hospital.
2. (Picture A) For the doctor.
3. (Picture A) Diarrhea.
4. (Picture B) On the bed.
5. (Picture B) The nurse.
6. (Picture B) With a sheet.
7. Some water.
8. (Picture C) In the ambulance.
9. (Picture C) A white shirt and a cap.
10. (Picture C) A sick person.

Modals *Can*, *Must*, and *Will*

Examples

- Boubacar is very sick. He **cannot** walk. (*Boubacar est très malade. Il ne peut pas marcher.*)
- The doctor **can** help Boubacar. (*Le médecin peut aider Boubacar.*)
- Boubacar **must** rest. (*Il faut que Boubacar se repose.*)
- Boubacar **must** not play football. (*Il ne faut pas que Boubacar joue au football.*)
- Rakia **will** stay in the hospital until next week. (*Rakia restera à l'hôpital jusqu'à la semaine prochaine.*)

Explanation

Can, *must*, and *will* are modal auxiliaries. They all use the same grammatical structures.

Affirmative Examples

Subject	+	Modal	+	Simple Form	(+Complement)
Fatima		can		cook	good food.
Ahmed		must		study	for his test.
The teacher		will		give	a lesson tomorrow.

Negative Examples

Subject	+	Modal	+	Not	+	Simple Form	(+Complement)
Dogs				cannot		speak.	
Students		must		not		be	impolite in class.
The students		will		not		come	to school next Sunday.

We write *cannot* as one word.

Contractions

cannot = can't must not = mustn't will not = won't

Interrogative Examples

(Wh- Word +)	Modal	+	Subject	+	Simple Form	+	Complement
	Can		you		help		the old man?
	Musthe				study		tonight?
	Will		they		be		here tomorrow?
Where	can		I		put		this book?
What	must		we		do		tomorrow?
When	will		the boys		finish		their homework?

Question: **Can** they do it?

Answer: Yes, they **can**. / No, they **can't**.

Exercise 11-2: Writing Sentences with Can and Cannot

Directions: For each person, write one true sentence with *can* and one true sentence with *cannot*.

Example: My brother
My brother *can* swim.
My brother *cannot* make a table.

1. My brother 2. My sister 3. My friend 4. My teacher 5. A dog 6. A fish 7. A camel

Exercise 11-3: Writing Sentences with Must and Must Not

Directions: For each person, write one true sentence with *must* and one true sentence with *must not*.

Example: a trader
A trader *must* sell a lot of things.
A trader *must not* be impolite.

1. A student 2. A teacher 3. A father 4. A nurse 5. A person with a headache 6. A child 7. A person with diarrhea

Exercise 11-4: Asking and Answering Questions with Can

Directions: Make questions and answers with the words below.

Question: Can	{	our sister	{	give me some money?
		a woman		teach English?
		our brother		drive a bush taxi?
		a man		play football?
		a donkey		pound millet?
		a student		listen to the radio?
		a fish		speak French?
		you		make a table?
				play cards?
				work in a hospital?
	grow peanuts?			
	swim?			

Answer:	{	Yes, _____	can.
		No, _____	

Fun and Games

Finding Words (Game)

Make new words with the letters in fisherman.

Examples: mine, her, in

With the letters in countryside.

Examples: not, do, run

Groupers (Word Game)

Put the following words under the correct title.

Example: bowl, beans, milk

Things to Eat

Things to Drink

Things to Eat and Drink With

beans

milk

bowl

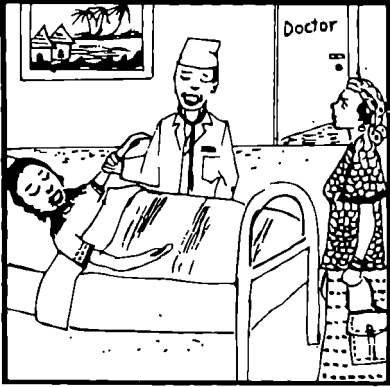
bread, a mango, coffee, a chicken, a plate, millet, water, an orange, a fork, a pot, a tomato

Chapter Eleven

Lesson Two

At the Hospital (Part Two)

Now the doctor is in the room with Aïchatou and Rakia.



- Doctor: Now, tell me. How do you feel?
 Rakia: I don't feel very well. I have a headache and a pain in my side. I feel nauseated, and I can't eat.
 Doctor: Have you got a fever?
 Rakia: Yes, a little.
 Doctor: Do you vomit?
 Rakia: Yes.
 Doctor: How often?
 Rakia: Two or three times every day.
 Doctor: Okay. I want to check your heartbeat and your pulse.
 Rakia: How are they, doctor? Will I be okay?
 Doctor: Yes, you'll be okay. I think you've got a stomach ulcer. You must stay here two or three days. We're going to do some tests. I'll write a prescription after the tests.
 Rakia: Thank you, doctor.



Exercise 11-5: Answering Questions on the Text

Directions: Answer the questions in complete sentences.

1. Where is the doctor now?
2. Does Rakia feel well?
3. What has Rakia got?
4. Has she got a fever?
5. What must you do when you have got a fever?
6. How will you feel if you do not wash your fruits and vegetables?
7. What must you do to prevent stomachaches? (prevent = *empêcher*)
8. What does the doctor check?
9. How many times does your heart beat in one minute?

Function

Talking About Health Problems

What's the matter with Rakia?

She's got a { headache. (headache = *mal à la tête*)
stomachache.
backache.
toothache.
earache

She's got a pain in her { chest.
arm. (a pain = *une douleur*)
back.
side.

She's got a broken { arm.
foot.
leg. (broken = *cassé*)
hand.
back.

Her { eye
foot
finger } hurts. (to hurt = *faire mal à*)

Exercise 11-6: Talking About Health Problems

Directions: Practice talking about health problems with a friend.

Example: Student 1: *What's the matter?*

Student 2: *I've got a stomachache.*

Important: Student 2 must hold his stomach in pain!

Exercise 11-7: Explaining Health Problems

Directions: Use the expressions above to explain each person's problem. Use *because* in every sentence.

Examples: a. Alio cannot read. (eyes)

Alio cannot read because his eyes hurt.

b. Fatima cannot study. (head)

Fatima cannot study because she has got a headache.

1. Mr. Mahamadou cannot eat. (stomach) 2. Garba cannot play football. (leg) 3. Mrs. Ousseini cannot carry the big box. (back) 4. Abdoul cannot run. (side) 5. Mariama cannot write. (hand) 6. The old man cannot walk. (foot) 7. The child cannot sleep. (head)

Grammar

Review

Exercise 11-8: Reviewing the Tenses

Directions: For each item, write four sentences: one with *now*, one with *every day*, and two with *tomorrow*. Do not forget capital letters and periods.

Example: He / work

He is working now. He works every day.

He is going to work tomorrow. He will work tomorrow.

1. She/cook 2. She/not/cook 3. doctor/examine/sick man 4. sick man/go/hospital

Exercise 11-9: Writing Wh- Questions in Various Tenses

Directions: In each item, write a *wh-* question using the *wh-* word given. Then, write a short answer.

Example: Alio goes every day. (Where)

Question: Where does Alio go every day?

Answer: To school.

1. The nurse works every day. (Where) 2. Boubacar is resting now. (Why)
3. Boubacar has got a pain. (Where) 4. The doctor will examine the patient. (When)
5. The doctor is going to write. (What) 6. Boubacar is weak. (Why) 7. The man vomits. (How often)

Exercise 11-10: Making Sentences About Health Problems

Directions: These people all have health problems. Make sentences with *can*, *cannot*, *must*, and *must not* about each person. Make a minimum of two sentences for each item.

Example: Ali has got a headache.

He must rest. He must not run. He cannot think. He can close his eyes.

1. Daouda has got a broken leg. 2. Maïmouna's baby has got diarrhea. 3. Mr. Abdoul-Kareem has got a fever. 4. Salamatou has got stomach cramps. 5. Idrissa has got a broken arm. 6. Rabi vomits a lot. 7. Hadiza's foot hurts.

Exercise 11-11: Translating French Into English

1. Abdou ne peut pas travailler au champ. Il est malade. 2. Qui est-ce qui vous aide à faire vos devoirs? 3. Boubacar doit venir à l'école à l'heure. 4. Est-ce que votre sœur peut nous aider? 5. Alio ne peut pas jouer au football parce qu'il a mal au pied.
6. Qu'est-ce qu'il y a? J'ai mal à une dent. 7. Ahmed a la diarrhée. 8. Il vient à l'école souvent à pied. 9. Si je la vois je lui dirai de revenir. 10. Si vous ne faites pas votre devoir le professeur vous punira.

■ Writing

Review of Simple, Compound, and Complex Sentences

S = Subject

V = Verb

C = Complement

You know three kinds of sentences.

Examples of Simple Sentences (Page 62)

S	+ V	(+ C)
Boubacar	feels	sick.
The doctor	is coming.	

Examples of Compound Sentences (Page 116)

S	+ V	(+C)	+ , +	And / But	+ S	+ V	(+ C)
Ali	is	fine	,	but	Boubacar	is	sick.
The nurse	is helping		,	and	the doctor	is coming.	

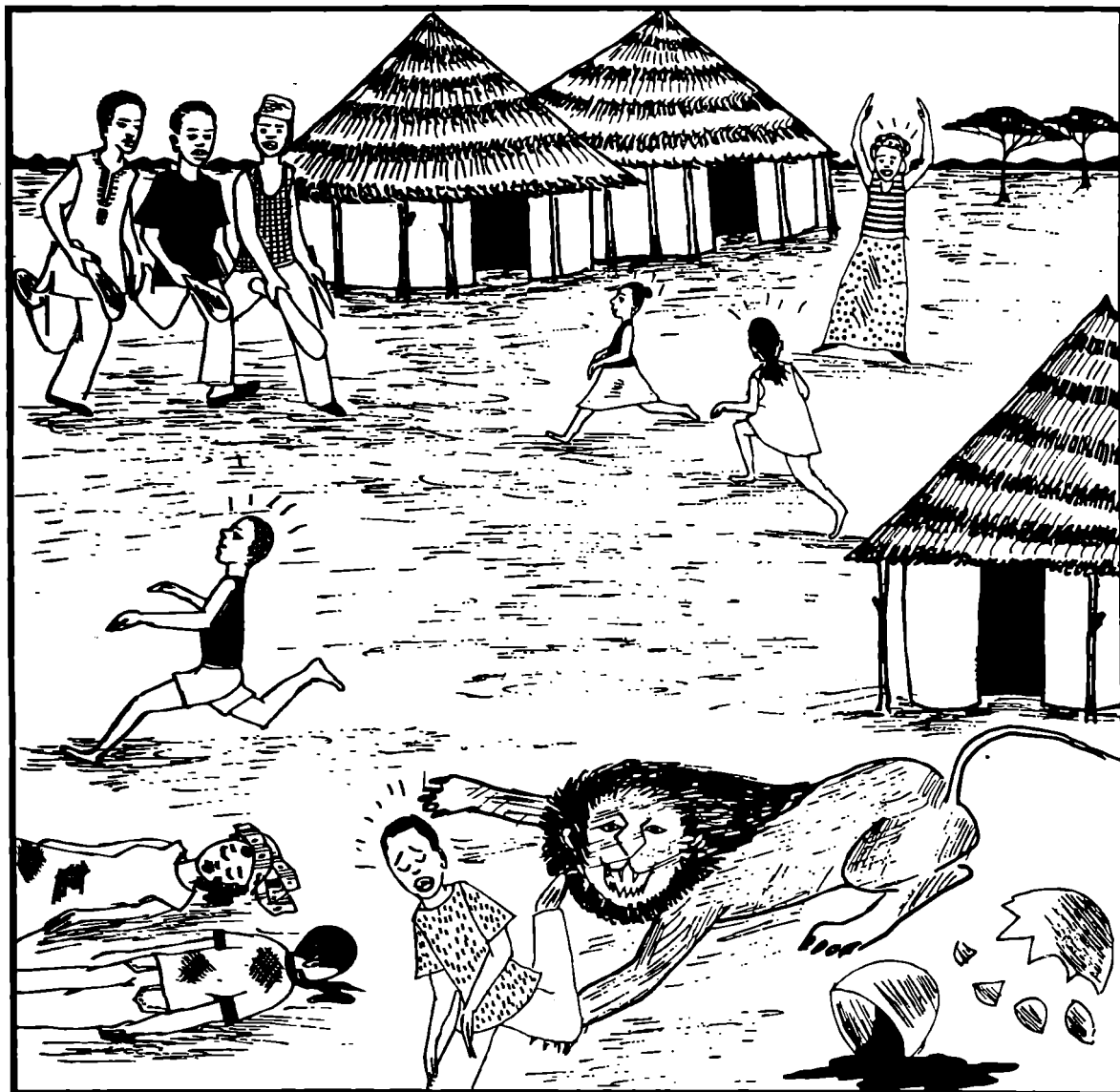
Examples of Complex Sentences (Pages 88-89)

Complex Connectors = *If, When, Because*

S	+ V	(+C)	+ Connector	+ S	+ V	(+C)
Alio	is	happy	because	he	will see	his friend.
The doctor	will help	Sani	when	he	comes.	

Connector	+ S	+ V	(+C)	+ , + S	+ V	(+C)
Because	Alio	will see	his friend	,	he is	happy.
When	the doctor	comes		,	he will help	Soni.

Important: All English sentences must have a capital letter and a period.



Exercise 11-12: Writing Sentences About the Lion Attack

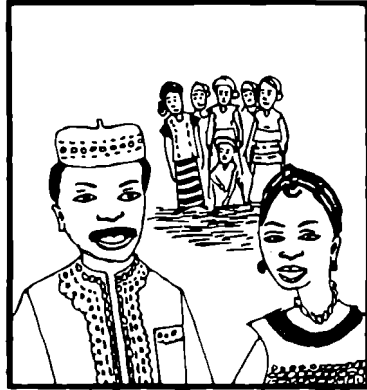
Directions: Discuss the picture above with your teacher and learn all the necessary vocabulary. Then write the following kinds of sentences about the picture.

1. A simple sentence.
2. Another simple sentence.
3. A compound sentence with *but*.
4. A compound sentence with *and*.
5. A complex sentence with *when* in the middle.
6. A complex sentence with *when* in the beginning.
7. A complex sentence with *because* in the middle.
8. A complex sentence with *because* in the beginning.
9. One more sentence.
10. One more sentence.

Chapter Twelve

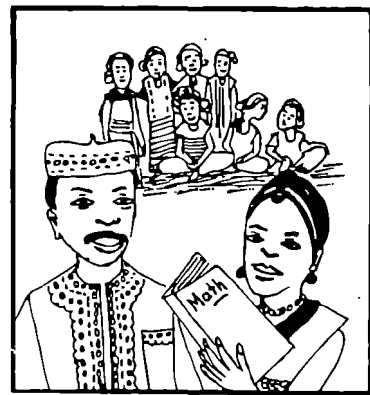
Lesson One

A family Reunion



Fati's family is having a reunion for her sister's wedding. The reunion is at Fati's house. Everybody at the reunion is wearing nice new clothes. There is a lot of food and drink. Some relatives are dancing, and Fati is talking to her uncle, Mahamadou.

Fati: Hello, Uncle Mahamadou! How are you?
Uncle: I'm fine, Fati. It's good to see you! How's school?



Fati: Well, it was okay last term, but now I'm having some problems in math class. I've got eight over twenty now.
Uncle: Oh dear! When I was in school, I was a very good student in math.
Fati: You were? Perhaps you can look at my math exercise book later.

Exercise 12-1: Answering Questions on the Text

Directions: Answer these questions with complete sentences.

- Where are Fati's relatives?
- What are they wearing? Why?
- What do you wear when you go to a party? (party = *soirée*)
- Why are they having a reunion?
- What is Fati's grade in math class? Is it a good grade? (Write two sentences.)
- Was Fati's uncle a good student?
- Is he going to help Fati with her math work?
- Are you a good student in math?
- Who helps you with your math work?

The Past Tense of Be

Affirmative Examples

Subject	+ Was / Were	+ Complement
I / He / She / It	was	in the classroom yesterday. at home last night.
We / You / They	were	very happy last week. tired yesterday morning.

I **was** at home last night. (*J' étais chez moi hier soir.*)

Negative Examples

Subject	+ Was / Were	+ Not	+ Complement
I / He / She / It	was		in the classroom. at home.
We / You / They	were	not	sick. happy. tall.

Hadiza **was not** at the market yesterday. (*Hadiza n' était pas au marché hier.*)

Contractions:

was not = wasn't
were not = weren't

Interrogative Examples

Yes / No Questions

Question: **Were** you at home last night?
 Answer: Yes, I **was**. / No, I **wasn't**.
 Question: **Was** Oumarou sick yesterday?
 Answer: Yes, he **was**. / No, he **wasn't**.

Wh- Questions:

Question: **Where** was Oumarou last week?
 Answer: He **was** in Mali with Mahamadou.
 Question: **Who was** in Mali?
 Answer: Oumarou and Mahamadou **were** (in Mali).

Exercise 12-2: Using Was and Were

Directions: Copy each sentence. Replace the (X) with *was* or *were*.

Example: I (X) at home yesterday. *I was at home yesterday.*

- I (X) a good student last term.
- We (X) in the classroom this morning.
- Ali (X) at school yesterday.
- You (X) a new boy last September.
- They (X) our teachers last year.
- Binta (X) in Doutchi last year.
- He (X) with his friends yesterday.

Exercise 12-3: Making Questions and Negatives

Directions: Change each sentence in Exercise 12-2 above as follows:

- a yes / no question
- a question with why
- a negative sentence

Example:

- Was I at home yesterday?*
- Why was I at home yesterday?*
- I was not at home yesterday.*

Time Expressions for the Past Tense

Mahamadou was in Accra last

night.

Monday / Tuesday etc.

week.

month.

term.

year.

Mahamadou was in Accra last month.

(Mahamadou était à Accra le mois dernier.)

They were here yesterday.

(Ils étaient ici hier.)

Aïssa was with Fati yesterday

morning.

afternoon.

evening.

Aïssa was with Fati yesterday morning.

(Aïssa était avec Fati hier matin.)

Exercise 12-4: Choosing Yesterday or Last

Directions: Copy each sentence. Replace the (X) with *yesterday* or *last*.

Example: We were at the market (X).
We were at the market yesterday.

1. The students were at home (X).

2. Was Ali in Niamey (X) week?

3. Fati and Mariama were not at school (X) morning.

4. I was in the classroom (X).

5. We were in Cotonou (X) year.

6. Boukari was at the family reunion (X) night.

7. They were at the hospital (X).

Exercise 12-5: Asking and Answering Questions with Was and Were

Directions: Make questions and answers with the words below.

Question: Where

was

were

Gambi

Sahabi

the teacher

that thing

Alio and Mounkaila

you

we

those things

yesterday?

last

night?

week?

month?

year?

Answer: _____

(subject)

was

were

home

at school

in (town)

at the market

at the party

at the hospital

in the garden

yesterday.

last _____.

Exercise 12-6: Completing Sentences

Directions: Complete each sentence according to the examples. Use *yesterday* or *last* in each sentence.

- Examples:
- a. Mahamadou is at school today, but...

Mahamadou is at school today, but he was home yesterday.
- b. I am okay this week, but...

I am okay this week, but I was sick last week.

1. Mamadou is at home today, but... 2. Boubacar and Abdou are good students this year, but... 3. Samna is a big boy this year, but... 4. The girls are tired today, but... 5. Assoumane is at home tonight, but... 6. Ouma is sick today, but... 7. Mounkaila and Amina are happy now, but...

Exercise 12-7: Writing True Sentences

Directions: Write true sentences with *was* or *were* and the time expressions given.

Examples: a. yesterday

I was not in the market yesterday.

b. last Saturday

My classmates were not at home last Saturday.

1. last Tuesday 2. last month 3. at nine o'clock last night 4. at noon yesterday 5. at ten o'clock yesterday morning 6. at four o'clock yesterday 7. at three o'clock last Thursday morning

Fun and Games

If You're Happy (Song)

If you're happy and you know it
Clap your hands.

If you're happy and you know it
Clap your hands.

If you're happy and you know it
And you really want to show it,

If you're happy and you know it
Clap your hands.

snap your fingers / stamp your feet / slap your leg / say okay / do all five

Follow the Pattern (Game)

Add the words needed to complete the pattern.

Example: two, four, six, ____, ____
two, four, six, eight, ten

body, arm, hand, ____.

first, third, fifth, ____.

Chapter Twelve

Lesson Two

Alio's Football Game



Fati is talking to her Aunt Rabi. They are talking about Aunt Rabi's son, Alio.



- Fati: Where is Alio, Aunt Rabi? I looked for him everywhere this morning.
Aunt: He's here. See... he's standing over there, eating a banana. This morning he played football, but he didn't like the game very much!
Fati: Why not?
Aunt: Well, Alio scored a goal, and the players on the other team were very angry. So a player walked over and kicked Alio.
Fati: Oh dear! What did Alio do?
Aunt: He kicked the boy back, and then a big fight started! But Uncle Mahamadou ended the fight.
Fati: How did he do that?
Aunt: He showed the boys a big stick and then they didn't want to fight again!

Exercise 12-8: Answering Questions on the Text

Directions: Answer the questions with complete sentences.

1. Who are Fati and her aunt talking about? 2. Where is Alio? 3. What did he do this morning? 4. Why were the players angry with Alio? What did they do? 5. Why did a big fight start? 6. What did Uncle Mahamadou do? 7. Why didn't the boys want to fight again? 8. Is it good to fight? 9. When you play football, do you fight with your friends? 10. How can you end a fight?

Past Tense of Regular Verbs

Affirmative Examples

I **played** football yesterday. (*J'ai joué au football hier.*)
We **scored** two goals. (*Nous avons marqué deux buts.*)

Explanation

The past form is the same for all persons.

<i>Simple Form</i>	<i>Past Form</i>
play	played
score	scored

Past Form = Simple Form + -d, -ed, or -ied
(Spelling rules are in Lesson Three.)

Negative Examples

Subject	+ <i>Did Not</i>	+ Simple Form	(+ Complement)
They	did not	play.	
She	did not	cook	yesterday.

They **did not play**. (*Ils n'ont pas joué.*)

Contraction: did not = didn't

Exercise 12-9: Writing Past Tense Statements

Directions: Copy each sentence. Write the verb in parentheses in the past tense.

Example: We (listen to) the headmaster this morning.
We listened to the headmaster this morning.

- The girls (pound) millet in their compound.
- You (want) food yesterday.
- It (rain) in Niamey last week.
- He (wait for) his friend under the big tree.
- The game (end) at six o'clock.
- Maradona (score) a goal yesterday.
- We (walk) to the stadium last night.

Exercise 12-10: Writing Negative Statements in the Past Tense

Directions: Change each sentence in Exercise 12-9 above to a negative sentence.

Example: We listened to the headmaster this morning.
We did not listen to the headmaster this morning.

Exercise 12-11: Making Affirmative and Negative Sentences

Directions: In each item below, make one affirmative sentence and one negative sentence. Do not forget capital letters and periods.

Example: She / cook / rice / last night (he)
She cooked rice last night.
He did not cook rice last night.

- Maïmouna / pound / millet / yesterday afternoon. (Hadiza)
- The student / clean / blackboard / today. (the teacher)
- You / wash / your hands. (your brother)
- I / help / my father / last week. (my sister)
- The men / plant / peanuts / last year. (the women)
- The headmaster / punish / bad students. (the teacher)
- Amina / wash / her hair / yesterday morning. (Rakia)

Interrogative Examples

Yes / No Questions

Did	+	Subject	+	Simple Form	(+ Complement)
Did		Mamadou		score	a goal?
Did		you		clean	the house?

Questions and Answers

Question: Did Hadjara **prepare** chicken yesterday?
Answer: Yes, she **did**. / No, she **didn't**.

Exercise 12-12: Making Past Tense Questions

Directions: Write each sentence in Exercise 12-9 as a question in the past tense.

Example: We listened to the headmaster this morning.
Did we listen to the headmaster this morning?

Exercise 12-13: Choosing the Present or the Past

Directions: Copy each sentence. Replace the (X) with a form of the verb to be in the present or past tense.

Example: Arbi and Fanna (X) tired in class yesterday.
Arbi and Fanna were tired in class yesterday.

1. Mamane (X) a bad boy yesterday. 2. We (X) in the classroom now. 3. I (X) at home last Monday. 4. You (X) at the market this morning. 5. We (X) in class now.
6. They (X) at the cinema now. 7. Mamou and Alio (X) not happy today.

Examples of Wh- Questions — Type I

(Wh- Questions of Type II will be covered in Lesson Three.)

Mamadou scored a goal [yesterday].

↓←←←←?←←←←↓

[When] did he score a goal?

Hadiza talked with the big boy [at school].

↓←←←←?←←←←↓

[Where] did Hadiza talk with the big boy?

Ali washed [something] in the river.

↓←←?←←↓

[What] did Ali wash?

Exercise 12-14: Using Regular Verbs

Directions: Answer the following questions in the past form.

Example: How many times did the headmaster *talk* to you last year?
The headmaster talked to us five times last year.

1. When did the teacher *clean* the blackboard? 2. Where did you *ask* your friend to go last week? 3. When did you *wash* your clothes? 4. How many times did you *open* the door yesterday? 5. Who did you *look for* in the market? 6. How much rice did they *cook* last night? 7. When did you *finish* your homework?

Exercise 12-15: Making Questions with the Regular Past
Directions: Make questions about the italicized words. Give a short answer.

Example: Alio finished *something* yesterday.
 Question: *What did Ali finish yesterday?*
 Answer: *Something.*

- Garba needed *something* yesterday.
- She worked *somewhere* last week.
- We waited for our friends *somewhere* last week.
- The boy kicked *somebody* yesterday.
- Fatima invited *somebody* last week.
- I needed *something* yesterday.
- The children studied *somewhere* last night.

■ Pronunciation _____

Past Forms of Regular Verbs

The endings of regular verbs in the past form have three different pronunciations. Listen and imitate the teacher.

- a. After the \t\ or \d\ sounds, we pronounce the ending as \id\.

Simple Form	Past Form
vis <u>t</u>	visit <u>ed</u>
wait <u>t</u> (for)	wait <u>ed</u> (for)
point <u>t</u> (at)	point <u>ed</u> (at)
need <u>d</u>	need <u>ed</u>
weed <u>d</u>	weed <u>ed</u>
add <u>d</u>	add <u>ed</u>
complete <u>d</u>	complete <u>d</u>

- b. After a voiceless sound, we pronounce the ending as \t\.

Simple Form	Past Form
ask	ask <u>ed</u>
stop	stop <u>ped</u>
push	push <u>ed</u>
touch	touch <u>ed</u>
finish	finish <u>ed</u>
fix	fix <u>ed</u>

- c. After a voiced sound, we pronounce the ending as \d\.

Simple Form	Past Form
clean	clean <u>d</u>
study	stud <u>ied</u>
use	us <u>ed</u>
play	play <u>ed</u>
score	score <u>d</u>
listen (to)	listen <u>ed</u> (to)

Exercise 12-16: Asking and Answering Questions for Correct Pronunciation
Directions: Student 1 asks a question with any of the verbs in the pronunciation lesson above. Student 2 must answer the question with correct pronunciation.

Question: When did you *clean* it?
 Answer: I *cleaned* it yesterday.

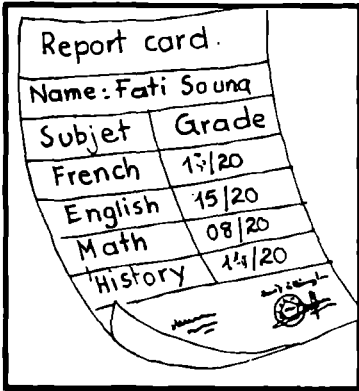
Chapter Twelve

Lesson Three

Alio Apologizes to Fati



Fati and her cousin, Alio, are talking about school. Alio is a student in the second year.



- Alio: Are you going to pass into the second year class, Fati?
- Fati: Well, I don't know. My grades in math weren't very good last term.
- Alio: Math? Ha, ha! Math is very easy. You aren't very intelligent, Fati. You studied very hard in primary school, but you didn't learn anything. And now you're having problems this year, too.
- Fati: And you're still a nasty boy, Alio. Math is very difficult for me. I've got good grades in the other classes--17/20 in French, 15/20 in English, and 14/20 in history. I'm learning, and I'm not going to talk to you again.
- Alio: Wait, Fati! Come back. I'm sorry. That was a nasty thing to say. Can you forgive me?
- Fati: Well, ...
- Alio: Oh, come on. Get your math book. I can help you right now.

Exercise 12-17: Making Questions about the Text

Directions: Read the answers below and write a question for each response.

1. Fati's cousin.
2. No, he is not. He is in the second year.
3. He is a nasty boy.
4. In primary school.
5. It is 15/20.
6. Yes, she did, but she is having problems.
7. Because Alio is saying nasty things.
8. He is going to help her with her math work.

Example of *Wh*- Questions — Type II

Somebody talked to Ali yesterday.



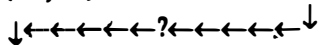
Who talked to Ali yesterday?

Explanation

There are two kinds of *Wh*- Questions in the simple past. In Lesson Two you studied Type I:

Mahamadou scored a goal yesterday.

(subject)



When did he score a goal?

(subject)

In Type I, the *wh*- word is not the subject, and we use *did*.

In Type II, the *wh*- word is the subject, and we do not use *did*.

Somebody scored a goal.

(subject)



Who scored a goal?

(subject) (past form)

Exercise 12-18: Making Type II Questions

Directions: Write a question and answer for the italicized word(s) in each sentence. Use *who* or *what* in each question. Do not use *did*.

Examples: a. *Somebody* kicked Alio.

Question: Who kicked Alio?

Answer: Somebody.

b. *The ball* entered the goal.

Question: What entered the goal?

Answer: The ball.

1. *The boys* played basketball on Saturday.
2. *The camel* carried the people to the market.
3. *The donkey* kicked the man last night.
4. A boy looked at the girls last week.
5. *We* walked to school last Monday.
6. *The boys* studied geography yesterday morning.
7. *Maïmouna* looked at Ali's exercise book.

Exercise 12-19: Reviewing Type I Questions

Directions: Write a question and an answer for the italicized word(s) in each sentence. Use *who*, *what*, or *where* in each question. Use the auxiliary *did* in each question.

Examples: a. Mohamed finished *something* yesterday.

Question: What did Mohamed finish yesterday?

Answer: Something.

b. Uncle Abdou punished *Alio*.

Question: Who did Uncle Abdou punish?

Answer: Alio.

1. Habibou finished *his book*.
2. Our English teacher cleaned the *blackboard*.
3. Haoua pounded some *yams* yesterday morning.
4. We invited *our friends* to a party last week.
5. Tchima carried *the bucket*.
6. Mr. Abdoulaye's daughter walked *to the field*.
7. The children played *in the school yard*.

Exercise 12-20: Making Questions of Both Types

Directions: For each item, do three things. First, decide if the question is Type I or Type II. Second, write the question for the italicized word(s). Finally, write a short answer.

Examples: a. *Somebody* called Amina.

Question: Who called Amina?

Answer: Somebody.

b. Amadou scored *two* goals.

Question: How many goals did Amadou score?

Answer: Two.

1. She kicked *the ball*. 2. *Somebody* played football. 3. The teachers talked to *the headmaster*. 4. Issa worked at *Sani's house*. 5. Aïchatou wanted an orange. 6. Bala looked at *his friend*. 7. Moussa washed *eight shirts*.

Exercise 12-21: Making Dialogues

Directions: Choose actions from the list below and fill in the blanks in the dialogue. For number 3, you can write your own action. You will present the dialogue with another student in class.

Student A: Did you (1) yesterday?
Student B: No, I didn't.
Student A: What did you do?
Student B: I (2).
Student A: Why did you (2)?
Student B: Because I wanted to (3).

Example:
Student A: Did you weed the garden yesterday?
Student B: No, I didn't.
Student A: What did you do?
Student B: I cooked.
Student A: Why did you cook?
Student B: Because I wanted to eat.

play football / basketball
stay at home
pound millet
listen to the teacher
listen to the radio
weed the garden
clean _____ room
talk to the headmaster
check _____ homework
cook
dance

help _____ mother / father
visit anybody / somebody
walk to school
wash _____ hair / clothes
work in the garden
study for _____ exam
plant onions / carrots / corn
ride _____ bicycle
study English
finish _____ book

Spelling _____

The Past Tense of Regular Verbs

Examples with Final -e

Simple Form	Past Form
score	scored
complete	completed

Examples with final -y preceded by a consonant

Simple Form	Past Form
study	studied
carry	carried

Examples of verbs of one syllable ending with a single vowel and a single consonant

Simple Form	Past Form
stop	stopped
plan	planned

Most other verbs

Simple Form	Past Form
cook	cooked
wait	waited
work	worked

Exercise 12-22: Writing a Paragraph in the Past Tense

Directions: Copy this paragraph and change all italicized verbs and time expressions to the past tense.

Rabi and I *walk* home from school *every day*. She *carries* a lot of books, and I *help* her. First, we *walk* out of the school yard. Then we *stop* at the street. We *wait for* the cars. When there *are not* any cars, we *cross* the street. Some boys *kick* the ball to me, and I *kick* it back. We *smile* at Mrs. Mahamadou and *play* with her children. (to smile = *sourire*) Then we *arrive* at our house. I *open* the door and we *walk* in. Rabi *calls*, "Hi, everybody! We're home!"

Exercise 12-23: Translating French Into English

1. Nous étions en classe hier.
2. Où étiez-vous le mois dernier?
3. Je n'étais pas malade hier dans l'après-midi.
4. Pourquoi étaient-elles avec Fati hier soir?
5. Les enfants étaient malades hier.
6. Nous étions à l'école primaire l'année dernière.
7. Étiez-vous à l'école hier matin?
8. Ali est content parce qu'il rencontrera sa copine.
9. Lorsque le médecin sera là il examinera les malades.
10. Fatchima est à l'école aujourd'hui, mais elle était absente hier.

■ Writing

A Letter

Exercise 12-24: Writing a Letter

Directions: Look at the pictures and verbs and finish Alio's letter to his friend, Garba.

Dear Garba,

Today was a terrible day! Everything started when...



score



kick



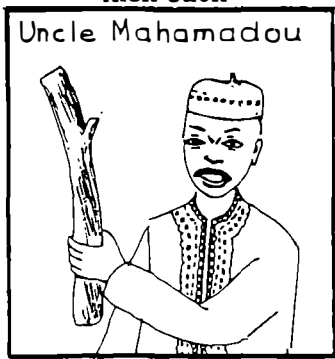
kick back



start



call



arrive / show



point



stop



punish

So, you see, I did not like the football game very much. See you soon.

Your friend,

Alio

Fun and Games

Letter Pyramid (Game)

Following the clues, build a word pyramid. All the words begin with the same letter.

C
C _ _
C _ _
C _ _ _
C _ _ _ _
C _ _ _ _ _

We are going to Tahoua in a _____.

They _____ to school late every day.

The man is on a _____ . (an animal)

Red, blue, and green are _____ .

A shirt, shoes, and a skirt are _____ .

Chapter Thirteen

Lesson One

A Snake Charmer (Part One)



Marah was born in a Beriberi village near Diffa. His father was a rich farmer and a wellknown snake charmer.

Because Marah's father was rich, he bought a new bicycle for Marah, and Marah wore nice clothes all the time.



Marah helped his father on his farm. One day he took his father's charm with him. He continued with his work. In the evening, he heard something. It was a big black snake. He took out his charm, and the snake came to him. He took the snake to his father.

Exercise 13-1: Answering Questions on the Text

Directions: Answer these questions with complete sentences:

1. Where was Marah born?
2. Was his father rich?
3. Was his village a Hausa village?
4. What did his father buy for him?
5. What did Marah do for his father?
6. What did he take to the farm one day?
7. Did Marah need the charm? Why or why not?
8. Why did Marah take the snake to his father?
9. What kind of charm do you have or want?

Past Tense of Irregular Verbs

Question: Did you go to Lomé last year?
(Etes-vous allé à Lomé l'an dernier?)

Answer: No, I did not go to Lomé.
(Non, je ne suis pas allé à Lomé.)
I went to Dakar.
(Je suis allé à Dakar.)

Affirmative Examples

Subject	+	Past Form*	(+ Complement)
She		ate	the mango.
They		bought	the books.
We		went	to Bamako.
I		caught	a snake.

*See the list of past forms after the grammar presentation.

Interrogative Examples

(Wh- Word)	+	Did	+	Subject	+	Simple Form	(+ Complement)
		Did		you		go?	
		Did		they		see	it?
What		did		you		eat?	
Where		did		you		buy	those?
When		did		the teacher		take	your homework?

Short Answers

Question: Did you eat the tomatoes?

Answer: Yes, we did. / No, we didn't.

Exercise 13-2: Asking and Answering Questions with Irregular Past Tense

Directions: Make a question with *where* or *what*. Then give a complete answer.

Examples: a. She brought something.

Question: What did she bring?

Answer: She brought something.

b. I ate somewhere.

Question: Where did I eat?

Answer: I ate somewhere.

1. She bought something. 2. They drank somewhere. 3. They did something. 4. They cut something. 5. We began something. 6. They ate something. 7. He went somewhere.

Negative Examples

Subject	+	Did Not	+	Simple Form	(+ Complement)
We		did not		go	to N'Djamena.
The teacher		did not		take	the homework.
They		did not		eat.	

Exercise 13-3: Writing Sentences with Irregular Verbs

Directions: For each item, write an affirmative sentence and a negative one. Use only the past tense. Include a time expression in each item.

Example: break a glass

Garba broke a glass last month.

Fati did not break a glass last month.

1. begin a new lesson 2. catch an animal 3. buy a kola nut 4. come to school 5. do the homework 6. forget my pen 7. find some money

Past Forms of Common Irregular Verbs

Simple Form

begin	(commencer)
break	(casser)
bring	(apporter)
build	(construire)
buy	(acheter)
catch	(attraper)
come	(venir)
cut	(couper)
do	(faire)
drink	(boire)
eat	(manger)
fall	(tomber)
find	(trouver)
forget	(oublier)
get	(obtenir)
go	(aller)
hear	(entendre)
take	(prendre)
wear	(porter)

Past Form

began
broke
brought
built
bought
caught
came
cut
did
drank
ate
fell
found
forgot
got
went
heard
took
wore

Exercise 13-4: Practicing Past Forms Orally

Directions: Learn the past forms of all the verbs listed above. Use the mini-dialogue to help you. Add the word *it* if necessary.

Question: Did you _____ (it)?
(simple form)

Answer: Yes, I did. I _____ (it) yesterday.
(past form)

Examples: **Question:** Did you do it?

Answer: Yes, I did. I did it yesterday.

Question: Did you go?

Answer: Yes, I did. I went yesterday.

Fun and Games

Word Tree (Word Game)

Copy this word tree into your exercise book and fill in the blanks.

Are you a student?

____, I am.

y---

He's not young, he's ____.

u---

The pen is ____ the desk.

u---

This shirt is ____.

n---

Amadou has got $\frac{8}{10}$ in Math. He's a ____ student.

g---

Chapter Thirteen

Lesson Two

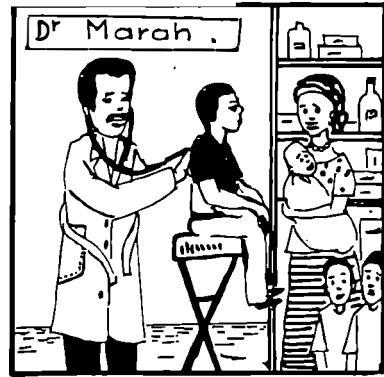
A Snake Charmer (Part Two)



Marah's father was happy when he saw his son with the snake. He thought Marah did not like charms. So he promised to give the charm to him when he passed his high school entrance exam. After Marah passed his exam, his father taught him to make charms from leaves.

After his studies in high school, Marah went to a university. He became a doctor, but

he continued to make charms. He sold the charms and got a lot of money. Marah became very rich and people respected him.



Before Marah died five years ago, he had two wives, three children, a big house, a car, and many boxes of snakes.



Exercise 13-5: Making Questions About the Text

Directions: Make questions for these answers.

1. Because he thought his son did not like charms.
2. When Marah passed his high school entrance exam.
3. To a university.
4. A lot of money.
5. Because he was rich.
6. Two.
7. Snakes.
8. A doctor.
9. Leaves.

Exercise 13-6: Answering Questions on the Text

Directions: Answer these questions with complete sentences.

1. Why did Marah take the snake home?
2. Where can you get a charm for snakes?
3. Is there a snake charmer in your town? Describe that person.
4. Do you want to be a snake charmer? Why or why not?

Ago

Question: When did you go to Dakar?
 Answer: I went there ~~three months ago~~.
 (J'y suis allé il y a trois mois.)

Exercise 13-7: Answering Questions with Ago
 Directions: Give a true sentence to answer each question. Use *ago* in each answer.

Example: When were you born? I was born thirteen years ago.

1. When did you start to learn English? 2. When did you visit your village? 3. When did you wash your clothes? 4. When did you sit down? 5. When did you come to school? 6. When did you play football? 7. When did you eat your food?

More Irregular Verbs

Simple Form		Past Form
give	(donner)	gave
have	(avoir)	had
leave	(quitter)	left
lose	(perdre)	lost
make	(faire)	made
read	(lire)	read
say	(dire)	said
see	(voir)	saw
sell	(vendre)	sold
send	(envoyer)	sent
sleep	(dormir)	slept
spend	(dépenser)	spent
steal	(voler)	stole
teach	(enseigner)	taught
tell	(dire)	told

Practice these irregular verbs with a friend. Use Exercise 13-4 on page 141.

Exercise 13-8: Writing About Two Brothers

Introduction: There are two brothers, Hassane and Ousseini. Ousseini is very lazy. He never works. He always gets bad grades. Hassane works very hard. He helps his parents. He gets good grades.

Directions: In each item, do three things. First, write a question with *what*. Second, write a sentence about Hassane. Finally, write a sentence about Ousseini.

*Example: They made something.
 What did they make?
 Hassane made a table. Ousseini did not make anything.*

1. They gave something to Younouss. 2. They read something. 3. They sold something. 4. They sent something to their cousins. 5. They took something. 6. They found something. 7. They built something.

Exercise 13-9: Practicing All Verb Tenses

Directions: In each item, write one sentence or question with *now*, one with *every day*, two with *tomorrow*, and one with *yesterday*.

Example: he / sleep

He is sleeping now.

He sleeps every day.

He is going to sleep tomorrow. He will sleep tomorrow.

He slept yesterday.

1. he / read 2. he / not / read 3. they / visit / a friend 4. Question: they / visit / a friend?

Exercise 13-10: Translating French Into English

1. Hassane n'a pas aidé son père au champ. 2. Abari a ouvert la salle de classe ce matin. 3. Est-ce-qu'il a vendu sa voiture? 4. Après l'école primaire, son père lui enseigna comment faire des gris-gris. 5. Il est en train d'apprendre sa leçon d'histoire. 6. Elle achète des arachides pendant la récréation. 7. Il y a beaucoup de poulets dans la voiture. 8. Je parlerai à Alio si je le vois. 9. Le Dr. Abdou va à l'hôpital en voiture. 10. Il a oublié d'amener son livre d'anglais.

Writing

Your Past

Exercise 13-11: Writing True Sentences About Your Past

Directions: Write true sentences about yourself. Use the words given. Use regular and irregular verbs. Do not repeat any verb.

Example: last year

I went to Agadez last year.

1. last year 2. last month 3. yesterday 4. last Saturday 5. years ago 6. days ago
7. months ago 8. when I was six years old 9. when I was two years old 10. in 1986
11. last Tabaski 12. hours ago

Fun and Games

Biba Bouba (Tongue Twister)

Repeat this aloud as fast as you can!

Biba Bouba bought some butter,
"But," she said, "the butter's bitter!
If I buy a bit of better butter
It will make my butter better."

Which One Doesn't Belong? (Word Game)

Choose the word which does not belong with the others. Please do not write in the book.

Example: blue
black
eat
yellow

spoon
new
young
easy

baby
sister
brother
celebration

last
day
minute
hour

Phonetic Symbols

\ɛ\	eat, three, leave, me
\ɪ\	it, this, live, women
\e\	ten, leg, head, any
\æ\	man, black, hand
\ə\	farm, start, heart
\ɔ\	clock, got, box
\ɔː\	tall, chalk
\u\	book, put, foot
\uː\	too, two, who
\ʌ\	come, front, shut
\ə\	unstressed \ʌ\
\ɜː\	word, first, her, were
\o\	for, core, or
\eɪ\	name, eight, wait
\oʊ\	go, home, those
\aɪ\	five, white, eye
\aʊ\	how, mouth, brown
\ɔɪ\	boy, coin, point
\ɪə\	here, ear, dear
\eə\	chair, there, hair
\b\	bed, dub
\p\	put, tap
\d\	dip, had
\t\	top, hat
\g\	get, dog
\k\	kill, brake
\m\	met, trim
\n\	not, ton
\ŋ\	sing, finger
\v\	vat, have
\f\	fall, off
\ð\	then, father
\θ\	thin, truth
\z\	zebra, haze
\s\	sell, pass
\ʒ\	azure, leisure
\ʃ\	she, dash
\h\	he, ahead
\dʒ\	joy, agile
\tʃ\	chain, arch
\l\	let, ball
\r\	red, dear
\w\	will, always
\j\	yet, yard

Glossary

Count nouns in this English glossary are preceded by indefinite articles to distinguish them from non-count nouns. Infinitives (to +verb) are shown for all verbs. The numbers after the French translation show the chapter and lesson in which each word first appears. This phonetic alphabet is adapted from the alphabet used in the *Faculté de Pédagogie* of the University of Niamey. Primary stresses are indicated by ˈ and secondary stresses by ˌ. The stresses are placed at the beginning of the stressed syllable.

Word	Phonetic Spelling	French Translation	Lesson
a	ə, ei	un, une	1-1
an ache	æn eɪk	un mal	11-2
an activity	æn æk ˈtɪv ə tɪ	une activité	3-1
after	ˈæf tər	après	7-2
an afternoon	æn ˈæf tər ˈnʌn	un après-midi	7-1
again	e ˈɡen	encore	12-2
ago	e ˈɡoʊ	il y a	13-2
an airplane	æn ˈeər pleɪn	un avion	1-2
an airport	æn ˈeər pɔrt	un aéroport	9-1
all right	ɔl ˈraɪ t	bien, bon d'accord	5-2
all the time	ɔl ðə taɪm	tout le temps	7-1
already	ɔl ˈred i	déjà	3-3
always	ˈɔl weɪz	toujours	9-1
am	æm	suis	1-1
an ambulance	æn ˈæm bu lens	une ambulance	11-1
an	æn	un, une	1-2
and	ænd	et	1-2
angry	ˈæŋ grɪ	fâché	5-2
an animal	æn ˈæn ə mel	un animal	1-2
an answer	æn ˈæn sər	une réponse	1-1
an antelope	æn ˈæn ti loup	une antilope	1-2
any	ˈen i	de, du, des	6-1
anybody	ˈen i ˈbɒd i	quelqu'un, personne	6-2
anything	ˈen i ɪŋ	quelque chose	6-2
anywhere	ˈen i ˈweər	quelque part, nulle part	6-2
to apologize	tu ə ˈpɒl ə ˈdʒaɪz	s'excuser	12-3
April	ˈeɪ prəl	avril	6-1
are	ər	êtes, sommes, sont	1-1
an argument	æn ˈər gu ment	une dispute	5-1
an arm	æn ər m	un bras	5-2
around	e ˈraʊnd	autour	11-1
to arrive	tu ə ˈraɪv	arriver	8-2
to ask	tu æsk	demander	1-1
at	æt	à	1-3
at home	æt ˈhoʊm	à la maison, chez	4-2
August	ˈɔː gɛst	août	6-1
an aunt	æn ænt, ɛnt	une tante	7-1
away	e ˈweɪ	loin, plus loin	10-1
a baby	e ˈbeɪ bi	un bébé	6-2
a back	e bæsk	le dos	11-2
bad	bæd	mauvais	4-2
a banana	e be ˈnæn ə	une banane	1-3
to bargain	tu ˈbər gen	marchander	6-1
a basket	e ˈbæskɪt	un panier	10-2
basketball	ˈbæskɪt ˈbɔl	basketball	3-3
beautiful	ˈbyu te fəl	beau	9-2
to be born	tu bi bɔrn	naître	13-1
be quiet	bi ˈkwai et	se taire	8-1
to be...years old	tu bi ˈjɪərs ɔld	avoir...ans	7-1
a bean	e bin	un haricot	4-1
because	bi ˈkɔːz	parce que	3-2
to become	tu bi ˈkʌm	devenir	13-2

a bedroom	e 'bed rum	une chambre à coucher	9-1
before	bi 'fɔr	avant	7-2
to begin	tu bi 'gin	commencer	7-1
behind	bi 'haɪnd	derrrière	2-2
between	bi 'twin	entre	2-2
a bicycle	e 'baɪ sik əl	une bicyclette	5-1
big	big	grand	4-2
a bird	e bɜrd	un oiseau	8-2
black	blæk	noir	2-2
a blackboard	e 'blæk bord	un tableau noir	1-3
blue	blu	bleu	2-2
a book	e buk	un livre	1-2
a bowl	e boul	un bol	4-1
a box	e bɔks	une boîte	2-2
a boy	e bɔɪ	un garçon	1-1
a boyfriend	e 'bɔɪ frend	un copain, ami	7-2
bread	bred	le pain	4-1
a break	e breik	la récréation	8-2
to break	tu breik	casser	11-1
breakfast	'brek fest	le petit déjeuner	7-2
to bring	tu brɪŋ	apporter	8-2
broken	'braʊ ken	cassé	11-2
a brother	e 'brʌ ðər	un frère	7-1
brown	brəʊn	brun	2-2
a bucket	e 'bʌk ɪt	un seau	8-1
to build	tu bɪld	construire, bâtir	13-1
bumpy	'bʌmp ɪ	cahoteux, défoncé	10-1
a bus	e bas	un bus	5-2
a bus station	e bas 'steɪʃən	une gare routière	10-2
a bush taxi	e bʌʃ 'tæks ɪ	un taxi brousse	10-2
but	bʌt	mais	1-3
to buy	tu baɪ	acheter	3-1
a cabbage	e 'kæb ɪdʒ	un chou	8-1
to call	tu kɔl	appeler	12-3
a camel	e 'kæm əl	un chameau	1-3
can	kæn	pouvoir	11-1
Canada	'kænə dɜ	le Canada	9-1
a Canadian	e ke 'nei dɪ ən	un Canadien	9-1
a canoe	e ke 'nu	une pirogue	10-1
a cap	e kæp	un béret, une casquette	11-1
a capital	e 'kæp ə tel	une capitale	10-2
a capital letter	e 'kæp ɪ tel 'let ə	une lettre majuscule	3-3
a car	e kɑr	une voiture	5-2
a card	e kɑrd	une carte	10-2
careful	'keər fəl	soigneux, soigné	4-1
a carrot	e 'keər ət	une carotte	8-1
to carry	tu 'keər ɪ	porter	7-2
cassava	ke 'sɔ ve	du manioc	4-1
a cat	e kæt	un chat	7-1
to catch	tu keɪʃ	attraper	10-1
a celebration	e 'sel e 'breɪʃən	une célébration	6-2
a chair	e tʃeər	une chaise	1-2
chalk	tʃɔ:lk le pɪs ʌf	la craie	8-1
a charm	e tʃɑ:rm	un grigri	13-1
cheap	tʃi:p	bon marché	4-2
to check	tu tʃek	contrôler, vérifier	11-2
a chest	e tʃest	la poitrine	11-2
a chicken	e 'tʃɪk ən	un poulet	4-1
a chief	e tʃi:f	un chef	4-2
a child	e tʃaɪld	un enfant	4-2
Christmas	'krɪs məs	Noël	6-1
a cinema	e 'sɪn ə me	un cinéma	9-1
a city	e 'sɪt ɪ	une ville	10-1
a class	e klæs	une classe	1-2
a classmate	e 'klæs meɪt	un camarade de classe	1-2
a classroom	e 'klæs rum	une salle de classe	1-2
to clean	tu klɪn	nettoyer	3-1

a clock	ə klɔk	une horloge	2-1
to close	tu kləʊz	fermer	1-2
a cloth	ə klɔθ	un pagné	2-2
clothes	kləʊð z	les vêtements, habits	2-2
coffee	ˈkɔ fi	du café	8-1
a compound	ə ˈkɒm paʊnd	une concession	6-2
a cold	ə kəʊld	un rhume	11-1
cold (to be)	kəʊld (tu bi)	avoir froid	4-2
a color	ə ˈkɒl ər	une couleur	2-2
to come	tu kəm	venir	1-2
to come back	tu kəm bæk	revenir, retourner	10-2
a consonant	ə ˈkɒn sə nent	une consonne	1-2
to continue	tu kən ˈtɪn ju	continuer	13-1
to cook	tu kuk	faire la cuisine	4-1
cool	kul	fraîs	9-1
corn	kɔrn	maïs	4-1
a country	ˈkʌn tri	un pays	9-1
countryside	ˈkʌn tri ˈsaɪd	la campagne	9-2
a cousin	ə ˈkʌz ən	un cousin, une cousine	7-1
to cover up	tu ˈkʌv ər ʌp	se couvrir	11-1
a cramp	ə kræmp	une crampe	11-1
crazy	ˈkreɪ zi	fou	5-2
to cross	tu kros	traverser, franchir	10-1
a cup	ə kʌp	une tasse	4-1
to cut	tu kʌt	couper	4-1
to dance	tu dæns.	danser	9-1
a dash	ə dæʃ	un tiret	3-2
a date	ə deɪt	une date	6-1
a day	ə dei	un jour	2-1
December	di ˈsem bər	décembre	6-1
to decide	tu di ˈsaɪd	décider	9-2
to describe	tu di ˈskreɪb	décrire	13-2
a desk	ə desk	une table d'élève	1-3
a desert	ə ˈdez ət	un désert	1-3
diarrhea	ˈdaɪ ə ˈri e	diarrhée	11-1
to die	tu daɪ	mourir	13-2
difficult	ˈdɪf ə kəlt	difficile	9-2
dinner	ˈdɪn ər	le dîner	7-2
a dish	ə dɪʃ	un plat	4-1
to divide	tu di vaɪd	diviser	10-1
division	di ˈvɪz ən	la division	10-1
to do	tu du	faire	3-1
a doctor	ə ˈdɒk tər	un médecin	1-2
a dog	ə dɒg	un chien	1-2
a donkey	ə ˈdɒŋ ki	un âne	10-1
a donkey cart	ə ˈdɒŋ ki kɑrt	une charette	10-1
don't worry	daʊnt ˈwɜrɪ	ne vous inquiétez pas	5-2
a door	ə dɔr	une porte	1-2
to draw	tu drɔ	dessiner	2-1
a dress	ə dres	une robe	2-2
a drink	ə drɪŋk	une boisson	12-1
to drink	tu drɪŋk	boire	3-1
to drive	tu draɪv	conduire	5-2
during	ˈdʌrɪŋ	pendant	9-2
each	iʃ	chaque	8-1
an ear	ən ɪər	une oreille	5-2
early	ˈɜrli	très tôt	7-2
an earring	ən ˈɪər rɪŋ	une boucle d'oreille	2-2
easy	ˈi:zi	facile	9-2
to eat	tu i:t	manger	3-1
an egg	ən eg	un oeuf	1-2
an elephant	ən ˈel ə fənt	un éléphant	1-2
an end	ən end	une fin	5-1
to end	tu end	finir	12-2
English	ˈɪŋɡlɪʃ	anglais	1-2
to enter	tu ˈen tər	entrer	12-3

an evening	æn 'tv niŋ	un soir, une soirée	7-1
every	'ev ri	chaque, tout, tous les	7-1
everybody	'ev ri 'bɒd i	tout le monde	3-2
to examine	tu eg 'zæm in	examiner	11-2
to excuse	tu ek skyuz	excuser, s'excuser	2-2
an exercise	æn 'ek sɜ 'sɛz	un exercice	3-1
an exercise book	æn 'ek sɜ sɛz buk	un cahier d'exercices	1-2
expensive	ek 'spen sɪv	cher	3-2
eyes	aɪz	yeux	5-2
to fall	tu fɔ:l	tomber	13-1
a family	e 'fæm ə li	une famille	6-2
a farm	e fɜ:m	une ferme	8-2
a farmer	e fɜ: mɜ:	un fermier	7-1
fast	fæst	vite, rapide	4-2
fast	fæst	gros	4-2
a father	e 'fɑ ð ɜ:	un père	1-3
February	'feb yu 'wɜ:t	février	6-1
to feed	tu fid	nourrir, paître	7-2
to feel	tu fi:l	sentir	11-2
a fever	e 'fi:v ɜ:	une fièvre	11-1
a few	e fyu	quelques	8-2
a field	e fi:ld	un champ	7-1
a fight	e faɪt	un combat, une lutte	12-2
to find	tu faɪnd	trouver	6-1
fine	faɪn	bien	1-2
a finger	e 'fɪŋ ɡɜ:	un doigt	3-1
to finish	tu 'fin ɪʃ	finir, terminer	7-2
a fire	e faɪə	un feu, incendie	4-1
first	fɜ:st	premier	2-2
a fish	e fiʃ	un poisson	10-1
a fisherman	e 'fiʃ ɜ: mæn	un pêcheur	10-1
to fix	tu fiks	réparer	7-1
on the floor	ɔn ðə flɔ:	par terre	5-1
flu	flu	la grippe	11-1
a fly	e flaɪ	une mouche	4-2
food	fud	la nourriture	2-1
a foot	e fut	un pied	5-2
football	'fut bɔ:l	le football	3-1
for	fɔ:	pour	2-1
to forget	tu fɔ: 'ɡet	oublier	5-2
to forgive	tu fɔ: 'ɡɪv	pardonner	12-3
a fork	e fɔ:k	une fourchette	4-1
fourth	fɔ:θ	quatrième	5-1
a franc	e frænk	un franc	6-1
Friday	'fraɪ daɪ	vendredi	5-1
a friend	e frend	un ami	2-2
friendly	'frend li	amical	9-2
a friendship	e 'frend ʃɪp	une amitié	5-2
from	frɒm	de, d'où	2-2
a fruit	e frut	un fruit	4-1
full	ful	rempli, plein	10-2
a garden	e 'ɡɜ: den	un jardin	7-2
to get	tu ɡet	obtenir	5-1
to get married	tu ɡet 'mæ: rɪd	se marier	7-1
to get out of	tu ɡet aʊt əv	sortir de	10-2
a girl	e ɡɜ: l	une fille	1-1
a girlfriend	e 'ɡɜ: l frend	une copine, amie	7-2
to give	tu ɡɪv	donner	1-2
a glass	e glæs	un verre	4-1
to go	tu ɡəʊ	aller	1-2
to go to bed	tu ɡəʊ tu bed	se coucher	7-2
good	ɡud	bon	2-1
goodbye	ɡud 'baɪ	au revoir	1-3
good morning	ɡud 'mɔ: niŋ	bonjour	1-1
gosh	ɡɔ:ʃ	tiens! nom d'un chien!	5-2
a grade	e ɡreɪd	une note	6-1

a grandfather	e ˈgrænd ˈfɑː ðər	un grand-père	7-1
a grandmother	e ˈgrænd ˈmɑː ðər	une grand-mère	7-1
green	grin	vert	2-2
to grow	tʊ graʊ	cultiver, pousser	8-2
to grow up	tʊ graʊ ˈʌp	grandir	7-1
half past	hæf pæst	et demie	3-1
hair	heər	les cheveux	5-2
a hand	e hænd	une main	1-2
happy	ˈhæpi	heureux, content	2-2
a hat	e hæt	un chapeau	2-2
to have to	tʊ hæv tʊ	devoir, il faut	7-2
to have got	tʊ hæv gɒt	avoir, posséder	1-3
he	hi	il	1-2
a head	e hed	une tête	5-2
a headache	e ˈhed eɪk	un mal de tête	11-1
a headmaster	e ˈhed ˈmæstər	un directeur	9-1
a headscarf	e ˈhed skɜːf	un foulard	2-2
health	helθ	santé	11-2
to hear	tʊ hiər	entendre	10-2
a heartbeat	e ˈhɜːt biːt	un battement de cœur	11-2
hello	he ˈləʊ	bonjour	2-2
to help	tʊ help	aider	3-1
a helper	e ˈhelp ər	un aide, assistant	8-2
her	hər	sa, son, ses	2-2
here	hiər	ici	2-2
here is / are	hiəriz ˈɜː	voici	2-3
hey	hei	eh! salut	3-3
hi	hai	salut	6-1
high	hai	haut	4-2
a high school	e haɪ skul	une école secondaire	13-2
a high school entrance exam	e haɪ skul ˈen treɪns	un examen d'entrée	13-2
his	eg ˈzæm		
history	hɪz	son, sa, ses	2-2
a hoe	ˈhɪstəri	l'histoire	5-1
to hold	e ˈhoʊ	une houe	8-1
homework	tʊ haʊld	tenir	6-1
a hospital	ˈhaʊm wɜːk	un devoir de maison	6-1
an hour	e ˈhɒs peɪtəl	un hôpital	10-1
a house	ən ˈaʊər	une heure	2-1
hot	e ˈhaʊs	une maison	1-3
How are you?	hɒt	chaud	4-2
how many	haʊ ər ˈjuː	Comment allez-vous?	1-2
how much	haʊ ˈmeɪni	combien de	2-2
hungry (to be)	haʊ ˈmaɪf	combien de	6-1
to hurt	ˈhʌŋ grɪ (tʊ biː)	avoir faim	5-1
hurry up	tʊ hɜːt	blessé, faire mal	11-2
a husband	hɜːr ɪ ˈʌp	se dépêcher, se presser	5-2
	e ˈhʌs bænd	un mari	7-1
n Idea	æn aɪ ˈdiːə	une idée	3-3
I	aɪ	je	1-1
I'm sorry	aɪm ˈsɔːrɪ	Je regrette, excusez-moi	2-1
I don't know	aɪ daʊnt naʊ	Je ne sais pas	2-2
impolite	ˈɪm pəʊ ˈleɪt	impoli	11-1
In	ɪn	dans, en	1-2
Independence	ɪn de ˈpen dəns	Indépendance	6-1
In front of	ɪn ˈfrʌnt əv	devant	2-2
Intelligent	ɪn ˈtel ɪ dʒent	Intelligent	12-3
Interesting	ˈɪn trɪ stɪŋ	intéressant	9-2
Into	ˈɪn tʊ	dans	4-1
to introduce	tʊ ˈɪn traʊ dʌs	présenter	2-2
to invite	tʊ ɪn ˈvaɪt	inviter	8-2
is	ɪz	est	1-1
It	ɪt	il, elle, lui, le, la	1-2
It doesn't matter	ɪt dʌsnt ˈmætər	cela ne fait rien, n'importe	5-1
an item	æn ˈaɪ tɪm	un article	1-3

its	its	ses	5-1
It's a deal	its' e dil	d'accord	6-1
January	'dʒæn yu 'eər i	janvier	6-1
to joke	tu dʒouk	blaguer, plaisanter	5-2
July	dʒu 'ləi	juillet	6-1
June	dʒun	juin	6-1
to kick	tu kik	donner un coup de pied	12-2
a kilo	e 'ki lou	un kilo	4-2
a kilometer	e ki 'lɔm e tər	un kilomètre	10-1
a kitchen	e 'kitʃ en	une cuisine	9-1
a knee	e ni	un genou	5-2
a knife	e naɪf	un couteau	4-1
to knock	tu nok	frapper, taper	2-3
to know	tu nou	savoir, connaître	2-2
a kola nut	e 'kou le nat	une noix de kola	4-1
to land	tu lænd	atterrir	10-2
last	læst	dernier	12-1
late (to be)	leɪt (tu bi)	être en retard	2-1
later	'lei tər	plus tard	6-1
to laugh	tu læf	rire	5-1
lazy	'lei zɪ	paresseux	13-2
to lead	tu li:d	mener	5-1
a leaf	e li:f	une feuille	13-2
to learn	tu lɜ:n	apprendre	9-2
to leave	tu liv	partir, quitter	13-2
a leg	e leg	une jambe	5-2
a lesson	e 'les en	une leçon, un cours	5-1
let's go	lets gou	allons	3-3
a letter	e 'let ər	une lettre	6-2
lettuce	'let es	la laitue, la salade	8-1
to lie	tu lei	mentir	5-1
to lie	tu lei	être coucher	11-1
lie	lei:f	la vie	7-2
to like	tu laik	aimer	7-1
to listen to	tu 'lis en tu	écouter	3-3
a liter	e 'li tər	un litre	8-1
a little	e 'lit el	un peu	8-2
little	'lit el	petit	2-1
to live	tu liv	vivre, habiter	7-1
to look	tu luk	regarder	1-3
to look at	tu luk æt	regarder	3-3
to look for	tu luk fɔr	chercher	3-3
to look up	tu luk ap	lever les yeux	10-2
long	lɔŋ	long	6-2
the long vacation	ðe lɔŋ vei 'kei jən	les grandes vacances	6-2
to lose	tu luz	perdre	13-2
a lot of	e lɔt av	beaucoup de	8-1
low	lou	bas	4-2
lucky (to be)	'lʌk i (tu bi)	avoir de la chance	9-2
a lunch	e lʌntʃ	repas du midi, déjeuner	4-1
macaroni	mak e 'rou ni	les macaroni	8-1
to make	tu meik	faire	4-1
to make fun of	tu meik fʌn av	se moquer de	5-2
a man	e mæn	un homme	1-1
a mango	e 'mæŋ gou	une mangue	4-1
many	'meni	beaucoup	8-2
March	mɜ:ʃ	mars	6-1
a market	e 'mɜ:k it	un marché	3-1
math	mæθ	les mathématiques	12-1
May	mei	mai	6-1
meat	mEt	la viande	4-1
medicine	'med e sən	la médecine	11-2
me	mi	moi, me	1-2

to meet	tu mit	faire la connaissance	1-3
midday	mid dei	rencontrer	2-1
a middle school	e 'mid el skul	midl	7-1
midnight	'midnait	C.E.G.	2-1
milk	milk	minuit	4-1
millet	'milit	le lait	4-1
a minute	e 'minit	le mil	2-1
Monday	'mandei	une minute	5-1
money	'mant	l'argent	6-1
a month	e mane	un mois	6-1
a motorcycle	e 'mau ter 'sai kel	une moto	10-2
a mouth	e mau	une bouche	5-2
much	maɪʃ	beaucoup	8-2
multiplication	mɔl te ple 'kei sen	la multiplication	10-1
Muslim	'maz lim	musulman	9-1
must	maɪst	devoir, il faut	11-1
my	mei	ma, mon, mes	1-1
a name	e naim	un nom	1-1
nasty	'nas ti	méchant	12-3
nauseated, to be	'nɔ: zi 'eit ed	avoir des nausées	11-2
near	nier	près de	8-2
a neck	e nek	un cou	5-2
to need	tu ntɪd	avoir besoin de	7-2
a nephew	e 'nef yu	un neveu	7-1
never	'never	ne...jamais	9-1
next	nekst	prochain	6-1
next to	nekst tu	à côté de	2-2
new	nyu	nouveau, nouvelle	1-3
nice	nais	bon, gentil, sympathique	1-3
a niece	e nis	une nièce	7-1
night	nait	la nuit	2-1
no	nou	non	1-1
nobody	'nau 'bɒd i	personne	6-2
noise	noiz	le bruit	8-1
not	nɒt	ne...pas	1-1
noon	nun	midl	2-1
a nose	e nouz	un nez	5-2
nothing	'nʌθ ɪŋ	rien	6-2
November	nou 'vɛm bɜr	novembre	6-1
now	nau	maintenant	1-3
nowhere	'nau weər	nulle part	6-2
a nurse	e nɜ:s	un infirmier	11-1
October	ɔk 'təubɜr	octobre	6-1
oh	ou	oh	1-1
often	'ɔf en	souvent	9-1
oil	ɔil	l'huile	4-1
okay	'ou 'kei	bien, ça va	3-2
okra	'ou kre	le gombo	4-1
old	auld	vieux, ancien	4-2
on	ɔn	sur	1-3
once	wans	une fois	3-3
an onion	ɔn 'ʌn jən	un oignon	1-2
on the way	ɔn ðe wei	en route	9-2
on time	ɔn taɪm	à l'heure	2-1
to open	tu 'əup en	ouvrir	1-2
an orange	ɔn 'ɔr ɪŋ dʒ	une orange	4-1
other	'ʌð ər	autre	12-2
our	əuər	notre, nos	5-1
outside	'aʊt 'saɪd	dehors	1-2
over	'əuvər	sur, par-dessus, au-dessus	12-1
over there	'əuvər ðeər	là-bas	1-3
a page	e peɪdʒ	une page	3-2
a pain	e peɪn	une douleur, mal	11-2
a pair	e peər	une paire	2-2

a paper	e 'peɪ pər	une feuille	1-3
parents	'peərənts	les parents	7-1
a party	e 'pɑːtɪ	une soirée	12-1
to pass an exam	tʊ pæs (æ)n eg zæm	réussir à un examen	13-2
a patient	e 'peɪ jənt	un malade	11-1
to pay	tʊ peɪ	payer	6-1
a peanut	e 'piːnət	une arachide	7-1
a pen	e pen	un stylo	1-3
a pencil	e 'pensɪl	un crayon	1-2
people	'piːpl	les gens	7-2
perhaps	pər 'heɪps	peut-être	12-1
a period	e 'piəriəd	un point	3-3
a person	e 'pɜːsn	une personne	1-1
a photo	e 'fəʊtəʊ	une photo	4-2
to pick up	tʊ pik 'ʌp	ramasser	5-1
to plant	tʊ plænt	planter	7-1
a plate	e pleɪt	une assiette	4-1
to play	tʊ pleɪ	jouer	3-1
a player	e 'pleɪər	un joueur	12-2
please	plɪz	s'il vous plaît	2-1
pleased (to be)	'plɪzɪd (tʊ biː)	être content	2-2
a pocket	e 'pɒkɪt	une poche	1-3
to point at	tʊ pɔɪnt æt	montrer du doigt	3-3
a pool	e pul	une mare	8-2
poor	pɔː	pauvre	4-2
pork	pɔːk	le porc	9-1
a portrait	e 'pɔːtreɪt	un portrait	7-1
a pot	e pɒt	une marmite	4-1
a potato	e pəʊ 'teɪtəʊ	une pomme de terre	8-1
a pound	e paʊnd	une livre, 500 grammes	8-1
to pound	tʊ paʊnd	plier	9-1
to practice	tʊ 'præktɪs	pratiquer	1-2
to prefer	tʊ pri 'fɜː	préférer	9-2
to prepare	tʊ pri 'piə	préparer	4-1
a prescription	e pri 'skrɪpʃən	une prescription	11-2
to prevent	tʊ pri 'vent	empêcher	11-2
a primary school	e praɪ məːɪ skul	une école primaire	7-1
a problem	e 'prɒbləm	un problème	1-3
to promise	tʊ 'prɒmɪs	promettre	13-2
a pulse	e puls	un pouls	11-2
to punish	tʊ panɪʃ	punir	5-1
to put	tʊ put	mettre	4-1
a quart	e kwɔːt	un quart de gallon	8-1
a quarter past	e 'kwɔːtər pæst	et quart	3-1
a quarter to	e 'kwɔːtər tʊ	moins le quart	3-1
a question	e 'kwɛstʃən	une question	1-1
quickly	'kwɪk liː	vite, rapidement	9-2
(be) quiet	bɪl 'kwaɪət	silence, taisez-vous!	8-1
a radio	e 'reɪdɪəʊ	un poste de radio	4-2
to rain	tʊ reɪn	pleuvoir	9-1
the rainy season	ðe 'reɪnɪ 'siːzn	la saison des pluies,	
		hivernage	9-1
to read	tʊ riːd	lire	3-1
ready	'redɪ	prêt	3-3
red	red	rouge	2-2
a red pepper	e red 'pepər	un piment-rouge	4-1
a relative	e 'relətɪv	un parent	6-2
a republic	e ri 'pʌblɪk	une république	6-1
to respect	tʊ re 'spekt	respecter	13-2
to rest	tʊ rest	se reposer	11-1
a reunion	e ri 'yunjən	une réunion	12-1
rice	raɪs	le riz	4-1
rich	riʃ	riche	4-2
to ride (a horse)	tʊ raɪd (ə hɔːs)	monter (à cheval)	10-1
right now	raɪt nəʊ	tout de suite	12-3
a river	e 'rɪvər	un fleuve	10-1

a road	e roud	une route, une chemin	10-1
a roof	e ruf, ruf	un toit	4-2
a ruler	e 'ru lər	une règle	1-3
to run	tu rAN	courir	7-1
a sack	e sæk	un sac	10-2
sad	sæd	triste	4-2
salt	sɔlt	le sel	4-1
same	seim	le même	7-1
a sandal	e 'sæn del	une sandale	2-2
Saturday	'sæt ər dei	samedi	5-1
sauce	sɔs	la sauce	4-1
to say	tu sel	dire	12-3
a school	e skul	une école	3-1
a school bag	e 'skul bæɡ	un sac d'écoller	2-2
a school yard	e 'skul jərd	une cour d'école	1-3
science	'sai əns	la science	3-1
to score	tu skor	marquer un but	12-2
a seat	e sit	un siège	2-1
to see	tu si	voir	4-2
see you later	si ju 'lei tər	à bientôt	1-3
to sell	tu sel	vendre	7-1
to send	tu send	envoyer	13-2
a sentence	e 'sen təns	une phrase	3-2
September	sep 'tem bər	septembre	6-1
to share	tu ʃeər	partager	5-2
she	ʃi	elle	1-2
a sheet	e ʃit	un drap	11-1
a shirt	e ʃɜrt	une chemise	2-2
a shoe	e ʃu	une chaussure	2-2
a shop	e ʃɔp	une boutique, un magasin	6-2
short	ʃɔrt	court	4-2
a shoulder	e 'ʃəʊl dər	une épaule	5-2
to show	tu ʃəʊ	montrer	9-1
shut up	'ʃʌt 'ʌp	taisez-vous	5-1
sick	sik	malade	10-1
a side	e saɪd	un côté	11-2
to sing	tu sɪŋ	chanter	9-1
sir	sər	monsieur	1-2
a sister	e 'sɪs tər	une sœur	2-3
to sit	tu sit	s'asseoir, être assis	3-1
to sit down	tu sit 'daʊn	s'asseoir	1-2
a skirt	e skɜrt	une jupe	2-2
the sky	ðe skaɪ	le ciel	10-2
to sleep	tu slɪp	dormir	3-1
slow	sləʊ	lent	4-2
slowly	'sləʊ li	lentement	10-1
small	smɔ:l	petit	4-2
to smile	tu smail	sourire	12-3
a snake	e sneɪk	un serpent	13-1
a snake charmer	e sneɪk 'tʃɑr mər	un charmeur de serpent	13-1
to snow	tu snəʊ	neiger	9-1
soaking wet	'səʊk ɪŋ wet	mouillé jusqu'aux os	9-1
soap	səʊp	le savon	4-1
some	səm	du, des	6-1
somebody	'səm 'bɒd i	quelqu'un	6-2
something	'səm θɪŋ	quelque chose	6-2
sometimes	'səm taimz	quelquefois	7-2
somewhere	'səm weər	quelque part	6-2
a son	e sən	un fils	13-2
soon	sun	bientôt	6-1
sorghum	'sɔr ɡem	le sorgho	8-2
to speak	tu spik	parler	3-1
to spell	tu spel	épeler	2-1
spelling	spel ɪŋ	orthographe	2-1
to spend	tu spend	dépenser	13-2
a spoon	e spun	une cuillère	4-1
a stadium	e 'steɪ di əm	un stade	10-1

to stand up	tu stænd 'ʌp	se lever	1-2
to start	tu stɑ:t	commencer	9-1
to stay	tu stei	rester	2-3
to steal	tu stil	voler	13-2
a stick	e stik	un bâton	12-2
still	stil	encore, toujours	12-3
a stomach	e 'stʌm ək	un ventre	5-2
to stop	tu stɒp	arrêter	3-2
straight	streit	directement	9-2
strong	strɒŋ	fort	4-2
a student	e 'stu:dnt	un élève, étudiant	1-1
to study	tu 'stʌdi	étudier	3-1
Sunday	'sʌn dei	dimanche	5-1
to swim	tu swim	nager	10-1
a table	e 'tei bel	une table	1-2
to take	tu teik	prendre	1-2
to take a trip	tu teik e tri:p	voyager	6-2
to take out	tu teik aʊt	sortir	13-1
to talk	tu tɔ:k	parler	7-1
tall	tɔ:l	grand	4-2
a taxi	e 'tæks si	un taxi	10-2
a taxi park	e 'tæks si:pɑ:k	une station de taxi	10-2
tea	ti	le thé	8-1
to teach	tu ti:tʃ	enseigner	7-1
a teacher	e 'ti:tʃə	un professeur	1-1
a team	e tim	une équipe	12-2
teeth	ti:θ	les dents	5-2
to tell	tu tel	dire	9-2
ten	ten	dix	1-3
a term	e tɜ:m	un trimestre	10-1
terrible	'terə bəl	catastrophique, affreux	12-3
a test	e test	une épreuve	6-1
a text	e tekst	un texte	1-3
a textbook	e 'tekst bu:k	un manuel	1-3
thank you	'θæŋk ju	merci	1-2
that	ðæt	cela, celui-là, ce, cette	1-2
the	ðe, ði	le, la, les	1-2
their	ðeə	leur, leurs	5-1
then	ðen	puls, ensuite	12-2
there	ðeə	là, y	3-2
there is/are	ðeəli:z ə	il y a, voilà	5-1
these	ði:z	ces, celles-ci, ceux-ci	4-2
they	ðei	ils, elles	1-2
thin	θin	mince	4-2
a thing	e θiŋ	une chose	6-2
to think	tu θiŋk	penser, réfléchir	11-2
this	ðis	ce, cette, ceci, celui-ci	1-2
those	ðəʊz	ces, ceux-là	4-2
Thursday	'θɜ:z dei	jeudi	5-1
time	taim	l'heure	1-3
times	taimz	fois	10-1
tired	'taiəd	fatigué	5-1
to	tu	à	3-1
today	tu 'dei	aujourd'hui	2-1
a tomato	e te 'mei təu	une tomate	4-1
tomato past	te 'mei təu peist	la purée de tomate	4-1
tomorrow	tu 'mɔ:r əu	demain	6-1
tonight	tu 'naɪt	ce soir, cette nuit	10-1
too	tu	aussi	1-3
to touch	tu tʌtʃ	toucher	1-2
a town	e taʊn	une ville	10-1
a trader	e 'treɪ dər	un commerçant	6-1
a train	e trein	un train	10-2
a tree	e tri	un arbre	1-3
trousers	'traʊ zə:z	un pantalon	2-2
a truck	e trʌk	un camion	10-2
Tuesday	'tu:z dei	mardi	5-1
twice	twais	deux fois	3-3

an ulcer	æn 'Al sər	un ulcère	11-2
an umbrella	æn əm 'brɒl ə	un parapluie	1-2
an uncle	æn 'An kəl	un oncle	7-1
under	'ʌn dər	sous	2-2
to understand	tu 'ʌn dər 'stænd	comprendre	7-1
unhappy	ən 'hæp i	malheureux, mécontent	7-1
a union	ə 'ju:n yən	une union	1-2
a university	ə 'yu:nə 'vɜ:sə tɪ	une université	1-2
until	ən 'tɪl	jusqu'à	7-2
usually	yʊ 'ʒu:əl i	d'habitude	9-1
a utensil	ə yu 'ten səl	un ustensile	4-1
a vacation	ə veɪ 'keɪʃən	des vacances, un congé	6-2
a vegetable	ə 'vedʒə bəl	un légume	3-1
very	'vɜ:ɪ	très	4-1
a village	ə 'vɪlɪdʒ	un village	1-3
to visit	tu vɪz ɪt	rendre visite, visiter	6-2
a visitor	ə 'vɪz ɪ tər	un visiteur	9-1
volleyball	'vɒlɪ bɔ:l	le volleyball	9-2
to vomit	tu 'vɒ mɪt	vomir	11-2
a vowel	ə 'vəʊ əl	une voyelle	1-2
to want	tu wʌnt	vouloir	7-2
to wait for	tu weɪt fɔ:	attendre	3-3
to walk	tu wɔ:k	marcher, aller à pied	3-1
was	wʌz	étais, était	12-1
to wash	tu wɔ:ʃ	laver	4-1
a watch	ə wɔ:tʃ	une montre	4-1
water	'wɔ:tər	l'eau	4-1
to water	tu 'wɔ:tər	arroser	7-2
we	wɪ	nous	1-2
weak	wɪk	faible	4-2
weather	'weðər	le temps	9-1
to wear	tu weər	porter	2-2
a wedding	ə 'wedɪŋ	un mariage	12-1
Wednesday	'wenzdeɪ	mercredi	5-1
a weed	ə wi:d	une mauve, mauvaise herbe	8-2
to weed		enlever les mauvaises	
	tu wi:d	herbes	8-1
a week	ə wɪk	une semaine	5-1
weekdays		les jours ouvrables de la	
	'wɪkdeɪs	semaine	7-2
a weekend	ə 'wɪkend	un weekend	7-2
to welcome	tu 'welkəm	souhaiter la bienvenue	8-2
well	wel	bien, en bonne santé	11-2
a well	ə wel	un puits	8-1
well-known	'wel'nəʊn	bien connu	13-1
were	wər	étaient, étiez, étions	12-1
what	wʌt	que, quel, qu'est-ce que	
	wʌt	c'est?	1-1
What about you?	wʌt ə baʊt 'ju:	Et toi? Et vous?	6-2
What's the matter with you?	wʌts ðə 'mætər wɪð ju:	Qu'avez-vous?	11-2
What time is it?	wʌt 'taɪm ɪz ɪt	Quelle heure est-il?	2-1
What's your name?	wʌts jər 'neɪm	Comment t'appelles-tu?	1-1
when	wen	quand	6-1
where	weər	où	1-3
white	wəɪt	blanc	2-2
who	hu:	qui	1-3
whose	hʊz	dont	5-1
why	wai	pourquoi	3-2
a wife	ə waɪf	une femme, épouse	7-1
will		(modal used with future),	
	wɪl	vouloir	11-1
a window	ə 'wɪndəʊ	une fenêtre	2-2
with	wɪð	avec	2-3
a woman	ə 'wʊmən	une femme	1-1
a word	ə wɜ:ɪd	un mot	3-3
to work	tu wɜ:k	travailler	3-1

to work hard	tu werk 'hërd	travailler dur	9-2
work	werk	le travail	13-1
to worry	tu 'wer t	tracasser, s'inquiéter	5-2
wow!	wəu	tienst	1-3
to write	tu rait	écrire	3-2
wrong (to be)	rəŋ (tu bɪ)	avoir tort	5-1
a yam	e yæm	un igname	4-2
a year	e yler	une année, un an	2-2
yellow	'yel əu	jaune	2-2
yesterday	'yes tər dəi	hier	12-1
you	yu	vous, tu, toi, te	1-1
young	yʌŋ	jeune	4-2
your	yər	votre, vos, ton, ta, tes	1-1

Exercise 6-19: Translating French Into English

1. Il va acheter quelque chose au marché.
2. Nous ne faisons rien.
3. Il me regarde.
4. Nous le regardons.
5. Il y a trois livres sur la table.
6. Il n'y a rien sur la table.
7. Personne n'est à la porte.
8. Il a des crayons dans sa poche.
9. Le livre de Boubacar est sous la chaise du professeur.
10. Ces hommes-là sont forts.

■ Writing

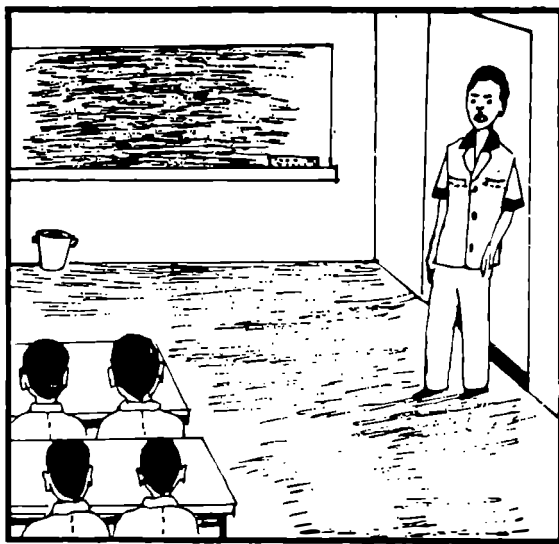
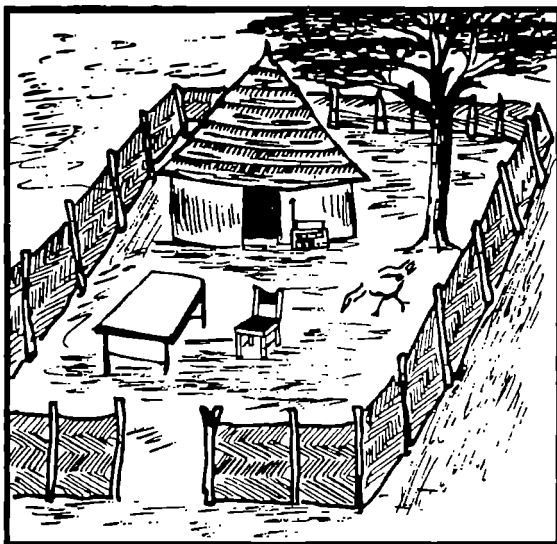
Sentences with *There Is* and *There Are*

Exercise 6-20: Writing Sentences About a Compound and a Classroom

Directions: Look at the two pictures. Write ten sentences about the pictures, using *there is*, *there are*, *there is not* and *there are not*.

Examples: There is a tree in the compound.

There are not any women in the classroom.



Fun and Games

Head and shoulders (song)

Head and shoulders, knees and toes, knees and toes,
Head and shoulders, knees and toes, knees and toes,
I've got eyes and ears and a mouth and a nose,
Head and shoulders, knees and toes, knees and toes,

(Touch each part as you sing it. Repeat eight times. The first time you repeat, say nothing as you touch your head, the second time also say nothing when you touch your shoulders, etc.)

